

Lupine Hills 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

School Name	Lupine Hills Elementary School
Street	1919 Lupine Road
City, State, Zip	Hercules, CA 94547-1299
Phone Number	(510) 231-1411
Principal	Poppy Sheldon
Email Address	psheldon@wccusd.net
School Website	www.wccusd.net/lupinehills
Grade Span	K-5
County-District-School (CDS) Code	07617966097141

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

The strength of our school lies in the knowledgeable, thoughtful, and caring staff who share the belief all students can learn. Our teaching faculty of highly qualified, fully credentialed, and Cross-Cultural Language and Academic Development (CLAD)

Certified teachers are dedicated to teaching students a core academic curriculum based on state standards. Staff collaborates regularly to produce a focused approach to instruction. Lupine Hills Elementary School is made up of a diverse student body. Currently, there are approximately 380 students enrolled with more than 15 different languages spoken. The school serves students in grades TK-5 with 16 general education and three Mild/Moderate Special Need (MMSN) classrooms and one Full

2024-25 School Description and Mission Statement

Inclusion program. Additional resources are allocated to serve students in need of speech and language support, special education resource services, adapted physical education, occupational therapy, and counseling. Lupine also benefits from a garden teacher who supports our science program. Our 4th and 5th grade students also have an opportunity to participate in instrumental music.

At Lupine Hills Elementary School, our mission is to create a community of self-sufficient lifelong learners who are positive, responsible, safe and respectful. We seek to create an anti-racist, safe learning environment where students can become confident, prepared lifelong learners and leaders. We believe that collaboration and trust between students, staff, and parents can create an inclusive and nurturing place where all students can be successful. They develop the skills to empathize with others through our diverse population of students with special needs. We emphasize critical thinking, problem solving and the ability to express themselves clearly. All of our students are moving toward mastering the essential skills and grade-level standards so that they can thrive as learners in school and throughout their lives.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	58
Grade 2	67
Grade 3	57
Grade 4	56
Grade 5	59
Total Enrollment	381

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1
Asian	20.2
Black or African American	11.5
Filipino	13.6
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	8.9
White	6.8
English Learners	14.4
Foster Youth	1.3
Homeless	0.5
Socioeconomically Disadvantaged	47.2
Students with Disabilities	22

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	90.90	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.63	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.41	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	20.20	100.00	1403.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.40	86.64	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.45	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.23	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	1.50	6.68	91.20	5.99	15831.90	5.67
Total Teaching Positions	22.40	100.00	1522.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.40	90.66	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.34	94.30	6.58	14303.80	5.15
Total Teaching Positions	21.40	100.00	1433.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.50	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.50	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	4.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	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
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report: 7/20/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>:</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. FLOOR IS DINGY. GIRLS REST ROOM: 2. EXHAUST FAN IS EXTREMELY LOUD. 4. GATE IS RUSTED. FORMICA IS SEPERATING. WALL TILES ARE BROKEN. 5. FLOOR IS DIRTY IN COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT. 7. TWO LIGHT FIXTURES ARE OUT. 11. PAINT IS PEELING ON HALLWAY GATE. (MENSTRUAL NOTICE NOT POSTED) MPR: 2. VENT COVER IS LOOSE. 4. WALLS ARE MARRED. WALL TILE IS MISSING. WALL IS DAMAGED. GRILLS BELOW STAGE ARE RUSTY. 7. CONDUIT IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON RAILINGS AND DOOR FRAMES. 15. DOOR WINDOW HAS A HOLE AND IS CRACKED. WOMENS REST ROOM: 2. EXHAUST FAN IS LOUD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED</p>
<p>Interior: Interior Surfaces</p>			X	<p>A HALLWAY LOWER LEVEL: 4. FLOOR TILES ARE STAINED. FLOOR TILES ARE CRACKED AND BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT DIFFUSERS HAVE DEBRIS IN THEM. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING. A HALLWAY UPPER LEVEL: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. A STAIRWELL: 4. CAUTION TAPE ON STAIRS IS PEELING. 5. STAIRS ARE DIRTY. HANDRAILS ARE DIRTY. 11. PAINT IS PEELING ON HANDRAILS AND WALL STRINGERS. A101: 4. HOLES IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. A110: 4. WALL PAPPER IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A113 UTILITIES: 4. RUBBER MOLDING HAS SEPERATED FROM WALL. A114 UTILITIES: 4. RUBBER MOLDING HAS SEPERATED FROM WALL. A116 UTILITIES: 4. CEILING TILES HAVE WATER STAINS. A117 BOOK ROOM: 4. WALL IS MARRED. A200: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A202: 4. WALL IS MARRED. 11. PAINT IS PEELING ON WINDOW FRAME. A205: 4. WALL IS MARRED. FLOOR TILES ARE SEPERATING. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.
 A206 OFFICE: 4. CEILING TILES ARE DAMAGED.
 A208: 4. WALL IS MARRED.
 A209: 4. WALL IS MARRED.
 A215 WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
 ADMIN: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 11. PAINT IS CHIPPING ON WALL. 15. DOOR CLOSER COVER IS MISSING.
 ALL GENDER REST ROOM: 4. PAPER TOWEL DISPENSER DOOR IS BENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED
 B101: 4. FLOOR TILES ARE STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 B102: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 BOYS REST ROOM: 4. PARTITION BOTTOM COVER IS MISSING. 5. DRAIN IS DIRTY. 7. ONE HAND DRYER HAS NO POWER. 11. PAINT IS PEELING ON ACCESS PANEL.
 BOYS REST ROOM: 4. PARTITION BOTTOM IS MISSING. ACCESS PANEL IS MISSING. 7. LIGHT DIFFUSER IS LOOSE. DEBRIS IN LIGHT DIFFUSERS. ONE HAND DRYER HAS NO POWER.
 BOYS REST ROOM: 4. WALL TILES ARE CRACKED. HOLE IN CEILING. TOILET PAPER DISPENSER IS BROKEN. 5. FLOORS ARE DIRTY AROUND BASE OF TOILETS AND COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT ROOM AND ENTRY HALLWAY.
 BUILDINGS: 4. EXTERIOR OF BUILDING A IS DIRTY. 15. NO WINDOW SCREENS ON BUILDINGS A, B, OR C
 C105 FIRST AID: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED
 C107 STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
 C108 PRINCIPAL: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER.
 C112 STAFF LOUNGE: 4. CEILING TILES HAVE A WATER STAINS. 7. ELECTRICAL APPLIANCE IS IN CLOSE PROXIMITY TO A WATER SOURCE.
 C115 CONFERENCE: 4. HAND SANITIZER DISPENSER IS BROKEN. WALLPAPER IS PEELING AROUND WINDOWS. WALLPAPER IS TORN AND PEELING. 11. PAINT IS OEEELING AROUND WINDOWS.

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 2. EXHAUST FAN IS EXTREMELY LOUD. 4. GATE IS RUSTED. FORMICA IS SEPERATING. WALL TILES ARE BROKEN. 5. FLOOR IS DIRTY IN COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT. 7. TWO LIGHT FIXTURES ARE OUT. 11. PAINT IS PEELING ON HALLWAY GATE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 4. PARTITION BOTTOMS ARE MISSING. 5. CEILING IS COVERED WITH PAPER WADS. 7. ONE HAND DRYER HAS NO POWER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>KITCHEN: 4. WALL IS MARRED. CRACKS IN FLOORING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAMES. 15. DOOR IS DAMAGED.</p> <p>MPR: 2. VENT COVER IS LOOSE. 4. WALLS ARE MARRED. WALL TILE IS MISSING. WALL IS DAMAGED. GRILLS BELOW STAGE ARE RUSTY. 7. CONDUIT IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON RAILINGS AND DOOR FRAMES. 15. DOOR WINDOW HAS A HOLE AND IS CRACKED.</p> <p>STAGE STORAGE: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD RUNNING OUT OF CEILING IS DAISY CHAINED TO A SURGE PROTECTOR. WIRES ARE DANGLING FROM CEILING . 10. NO ROOM ID.</p> <p>STORAGE: 4. WALLS ARE MARRED. 5. ROOM IS CLUTTERED. 7. OUTLET WALL PLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR IS MARRED.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>A STAIRWELL: 4. CAUTION TAPE ON STAIRS IS PEELING. 5. STAIRS ARE DIRTY. HANDRAILS ARE DIRTY. 11. PAINT IS PEELING ON HANDRAILS AND WALL STRINGERS.</p> <p>A100: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS A HIGH FLOW.</p> <p>A101: 4. HOLES IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS CHIPPING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A103: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>A107: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A108: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A110: 4. WALL PAPPER IS SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>A111 SMALL GROUP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p> <p>A112 SMALL GROUP: 5. ROOM IS CLUTTERED.</p>

School Facility Conditions and Planned Improvements

A119 SMALL GROUP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.
 A120 SMALL GROUP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.
 A200: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
 A201: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
 A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.
 A205: 4. WALL IS MARRED. FLOOR TILES ARE SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.
 A210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE LOOSE.
 A211 SMALL GROUP: 5. ROOM IS CLUTTERED.
 A212 SMALL GROUP: 5. ROOM IS CLUTTERED.
 A215 WORK ROOM: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
 A216 SMALL GROUP: 5. ROOM IS CLUTTERED.
 A217 SMALL GROUP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.
 A218 CUSTODIAN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.
 ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. FLOOR IS DINGY.
 ALL GENDER REST ROOM: 5. FLOOR IS DIRTY AROUND BASE OF TOILET. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED
 B101: 4. FLOOR TILES ARE STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 B102: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
 B103 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. UNSECURED ITEMS ARE STORED TOO HIGH.7. LIGHT DIFFUSER IS MISSING.
 B104 UTILITIES: 5. FLOOR IS DIRTY. 7.LIGHT DIFFUSER IS MISSING.
 BOYS REST ROOM: 4. PARTITION BOTTOM COVER IS MISSING. 5. DRAIN IS DIRTY. 7. ONE HAND DRYER HAS NO POWER. 11. PAINT IS PEELING ON ACCESS PANEL.
 BOYS REST ROOM: 4. WALL TILES ARE CRACKED. HOLE IN CEILING. TOILET PAPER DISPENCER IS BROKEN. 5. FLOORS ARE DIRTY AROUND BASE OF TOILETS AND COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT ROOM AND ENTRY HALLWAY.

School Facility Conditions and Planned Improvements

			<p>C102 O.T. ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C107 STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C108 PRINCIPAL: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER.</p> <p>C110 PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C111 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM: 2. EXHAUST FAN IS EXTREMELY LOUD. 4. GATE IS RUSTED. FORMICA IS SEPERATING. WALL TILES ARE BROKEN. 5. FLOOR IS DIRTY IN COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT. 7. TWO LIGHT FIXTURES ARE OUT. 11. PAINT IS PEELING ON HALLWAY GATE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 4. PARTITION BOTTOMS ARE MISSING. 5. CEILING IS COVERED WITH PAPER WADS. 7. ONE HAND DRYER HAS NO POWER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>STORAGE: 4. WALLS ARE MARRED. 5. ROOM IS CLUTTERED. 7. OUTLET WALL PLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR IS MARRED.</p>
<p>Electrical</p>		<p>X</p>	<p>A HALLWAY LOWER LEVEL: 4. FLOOR TILES ARE STAINED. FLOOR TILES ARE CRACKED AND BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT DIFFUSERS HAVE DEBRIS IN THEM. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A HALLWAY UPPER LEVEL: 4. FLOOR TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT.</p> <p>A118 WORK ROOM: 7. OUTLET WALL PLATE IS MISSING.</p> <p>A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A205: 4. WALL IS MARRED. FLOOR TILES ARE SEPERATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.</p> <p>A207: 7. LIGHT DIFFUSER IS LOOSE.</p> <p>A210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE LOOSE.</p> <p>B103 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p>

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			<p>B104 UTILITIES: 5. FLOOR IS DIRTY. 7. LIGHT DIFFUSER IS MISSING.</p> <p>BOYS REST ROOM: 4. PARTITION BOTTOM COVER IS MISSING. 5. DRAIN IS DIRTY. 7. ONE HAND DRYER HAS NO POWER. 11. PAINT IS PEELING ON ACCESS PANEL.</p> <p>BOYS REST ROOM: 4. PARTITION BOTTOM IS MISSING. ACCESS PANEL IS MISSING. 7. LIGHT DIFFUSERS. ONE HAND DRYER HAS NO POWER.</p> <p>C109 CUSTODIAN: 7. LIGHT DIFFUSER IS MISSING. 12. CRACK IN WALL.</p> <p>C112 STAFF LOUNGE: 4. CEILING TILES HAVE A WATER STAINS. 7. ELECTRICAL APPLIANCE IS IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>CUSTODIAN: 7. LIGHT COVER IS MISSING. 10. NO ROOM ID.</p> <p>GIRLS REST ROOM: 2. EXHAUST FAN IS EXTREMRLY LOUD. 4. GATE IS RUSTED. FORMICA IS SEPERATING. WALL TILES ARE BROKEN. 5. FLOOR IS DIRTY IN COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT. 7. TWO LIGHT FIXTURES ARE OUT. 11. PAINT IS PEELING ON HALLWAY GATE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 4. PARTITION BOTTOMS ARE MISSING. 5. CEILING IS COVERED WITH PAPER WADS. 7. ONE HAND DRYER HAS NO POWER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 2. VENT COVER IS LOOSE. 4. WALLS ARE MARRED. WALL TILE IS MISSING. WALL IS DAMAGED. GRILLS BELOW STAGE ARE RUSTY. 7. CONDUIT IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON RAILINGS AND DOOR FRAMES. 15. DOOR WINDOW HAS A HOLE AND IS CRACKED.</p> <p>STAGE STORAGE: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD RUNNING OUT OF CEILING IS DAISY CHAINED TO A SURGE PROTECTOR. WIRES ARE DANGLING FROM CEILING . 10. NO ROOM ID.</p> <p>STAGE: 7. CABLES (MICS) DANGLING FROM CEILING. .</p> <p>STORAGE: 4. WALLS ARE MARRED. 5. ROOM IS CLUTTERED. 7. OUTLET WALL PLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR IS MARRED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>A HALLWAY LOWER LEVEL: 4. FLOOR TILES ARE STAINED. FLOOR TILES ARE CRACKED AND BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT DIFFUSERS HAVE DEBRIS IN THEM. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A100: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS A HIGH FLOW.</p> <p>ALL GENDER REST ROOM: 4. PAPER TOWEL DISPENSER DOOR IS BENT. 8. MENSTRUAL</p>

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			<p>PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED ALL GENDER REST ROOM: 5. FLOOR IS DIRTY AROUND BASE OF TOILET. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED C105 FIRST AID: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED C111 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. WOMENS REST ROOM: 2. EXHAUST FAN IS LOUD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A HALLWAY LOWER LEVEL: 4. FLOOR TILES ARE STAINED. FLOOR TILES ARE CRACKED AND BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT DIFFUSERS HAVE DEBRIS IN THEM. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING. A STAIRWELL: 4. CAUTION TAPE ON STAIRS IS PEELING. 5. STAIRS ARE DIRTY. HANDRAILS ARE DIRTY. 11. PAINT IS PEELING ON HANDRAILS AND WALL STRINGERS. A101: 4. HOLES IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. A102: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS CHIPPING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) A103: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS CHIPPING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) A104 RESOURCE ROOM: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED) A105 LIBRARY: 11. IMPROPERLY STORED MEDICATION A106 OFFICE: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED) A109: 10. EVACUATION MAP IS NOT POSTED. A115 CUSTODIAN: 11. PAINT IS PEELING ON WALLS. 12. CRACKS THROUGHOUT WALLS. A123 STORAGE: 10. FIRE SPRINKLER ESCUTCHEON IS LOOSE. A202: 4. WALL IS MARRED. 11. PAINT IS PEELING ON WINDOW FRAME.</p>

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A203: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS CHIPPING ON DOOR FRAME.

A204: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.

A213 CUSTODIAN: 11. PAINT IS PEELING ON WALLS. 12. CRACKS THROUGHOUT WALLS.

A218 CUSTODIAN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.

ADMIN: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 11. PAINT IS CHIPPING ON WALL. 15. DOOR CLOSER COVER IS MISSING.

B101: 4. FLOOR TILES ARE STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

B102: 4. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

BOYS REST ROOM: 4. PARTITION BOTTOM COVER IS MISSING. 5. DRAIN IS DIRTY. 7. ONE HAND DRYER HAS NO POWER. 11. PAINT IS PEELING ON ACCESS PANEL.

C102 O.T. ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

C108 PRINCIPAL: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER.

C111 WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

C115 CONFERENCE: 4. HAND SANITIZER DISPENSER IS BROKEN. WALLPAPER IS PEELING AROUND WINDOWS. WALLPAPER IS TORN AND PEELING. 11. PAINT IS PEELING AROUND WINDOWS.

CUSTODIAN: 7. LIGHT COVER IS MISSING. 10. NO ROOM ID.

GIRLS REST ROOM: 2. EXHAUST FAN IS EXTREMELY LOUD. 4. GATE IS RUSTED. FORMICA IS SEPARATING. WALL TILES ARE BROKEN. 5. FLOOR IS DIRTY IN COVES. 6. WEBBING AND SPIDERS PRESENT THROUGHOUT. 7. TWO LIGHT FIXTURES ARE OUT. 11. PAINT IS PEELING ON HALLWAY GATE. (MENSTRUAL NOTICE NOT POSTED)

KITCHEN: 4. WALL IS MARRED. CRACKS IN FLOORING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAMES. 15. DOOR IS DAMAGED.

MPR: 2. VENT COVER IS LOOSE. 4. WALLS ARE MARRED. WALL TILE IS MISSING. WALL IS DAMAGED. GRILLS BELOW STAGE ARE RUSTY. 7. CONDUIT IS MISSING EXPOSING WIRES. 11.

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			<p>PAINT IS PEELING ON RAILINGS AND DOOR FRAMES. 15. DOOR WINDOW HAS A HOLE AND IS CRACKED.</p> <p>STAGE STORAGE: 4. CEILING TILE IS BROKEN. 7. EXTENSION CORD RUNNING OUT OF CEILING IS DAISY CHAINED TO A SURGE PROTECTOR. WIRES ARE DANGLING FROM CEILING . 10. NO ROOM ID.</p> <p>STORAGE: 4. WALLS ARE MARRED. 5. ROOM IS CLUTTERED. 7. OUTLET WALL PLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR IS MARRED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>A115 CUSTODIAN: 11. PAINT IS PEELING ON WALLS. 12. CRACKS THROUGHOUT WALLS. A213 CUSTODIAN: 11. PAINT IS PEELING ON WALLS. 12. CRACKS THROUGHOUT WALLS. C109 CUSTODIAN: 7. LIGHT DIFFUSER IS MISSING. 12. CRACK IN WALL.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>A HALLWAY LOWER LEVEL: 4. FLOOR TILES ARE STAINED. FLOOR TILES ARE CRACKED AND BROKEN. 7. LIGHT DIFFUSER IS MISSING. MULTIPLE LIGHT DIFFUSERS HAVE DEBRIS IN THEM. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A101: 4. HOLES IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A104 RESOURCE ROOM: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>A106 OFFICE: 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>A122 COMPUTER LAB: 15. DOOR LAMINATE IS CHIPPED.</p> <p>ADMIN: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 11. PAINT IS CHIPPING ON WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BUILDINGS: 4. EXTERIOR OF BUILDING A IS DIRTY. 15. NO WINDOW SCREENS ON BUILDINGS A, B, OR C</p> <p>KITCHEN: 4. WALL IS MARRED. CRACKS IN FLOORING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAMES. 15. DOOR IS DAMAGED.</p> <p>MPR: 2. VENT COVER IS LOOSE. 4. WALLS ARE MARRED. WALL TILE IS MISSING. WALL IS DAMAGED. GRILLS BELOW STAGE ARE RUSTY. 7. CONDUIT IS MISSING EXPOSING WIRES. 11. PAINT IS PEELING ON RAILINGS AND DOOR FRAMES. 15. DOOR WINDOW HAS A HOLE AND IS CRACKED.</p>

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STORAGE: 4. WALLS ARE MARRED. 5. ROOM IS CLUTTERED. 7. OUTLET WALL PLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR IS MARRED.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	38	32	33	46	47
Mathematics (grades 3-8 and 11)	42	36	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	182	174	95.60	4.40	38.15
Female	91	89	97.80	2.20	43.18
Male	91	85	93.41	6.59	32.94
American Indian or Alaska Native	--	--	--	--	--
Asian	44	43	97.73	2.27	60.47
Black or African American	17	16	94.12	5.88	12.50
Filipino	25	25	100.00	0.00	36.00
Hispanic or Latino	64	59	92.19	7.81	25.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	76.92

White	13	13	100.00	0.00	23.08
English Learners	23	22	95.65	4.35	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	86	95.56	4.44	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	44	88.00	12.00	2.27

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	182	176	96.70	3.30	36.36
Female	91	90	98.90	1.10	35.56
Male	91	86	94.51	5.49	37.21
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	61.36
Black or African American	17	16	94.12	5.88	6.25
Filipino	25	25	100.00	0.00	52.00
Hispanic or Latino	64	60	93.75	6.25	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	64.29
White	13	13	100.00	0.00	7.69
English Learners	23	22	95.65	4.35	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	90	87	96.67	3.33	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	2.22

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.38	32.20	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	61	60	98.36	1.64	32.20
Female	29	29	100.00	0.00	37.93
Male	32	31	96.88	3.12	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	5.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	91.8	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

At Lupine Hills, our parents have many opportunities to get involved.

Our PTA is a strong group of dedicated parents who help create an inclusive environment for all of our students.

We are inviting our African American families to be part of the African American Parent Advisory Committee. Our AAPAC is invested in building relationships with our staff and community to increase student achievement among our African American students.

Our English Language Advisory Committee (ELAC) is a way for parents to get involved in supporting our ELL students.

Lupine's School Site Council (SSC) is composed of parents and teachers dedicated to student achievement as it relates to our School Site Plan.

Lupine has been growing a robust volunteer membership. Our volunteers are a critical part to helping support our teachers and students.

Lupine has a garden program with a full time educator. Every Wednesday, community and family members are invited to come work in the garden after school.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	404	397	102	25.7
Female	195	192	47	24.5
Male	209	205	55	26.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	79	78	14	17.9
Black or African American	51	48	12	25.0
Filipino	52	52	8	15.4
Hispanic or Latino	152	149	53	35.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	37	8	21.6
White	26	26	4	15.4
English Learners	62	62	19	30.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	204	201	65	32.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	98	32	32.7

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
1.25	1.76	0.5	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	0.50	0.00
Female	0.00	0.00
Male	0.96	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	1.32	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	1.96	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	25	4	2	2
1	18	6		
2	37		2	2
3	24		4	
4	27		4	
5	31		2	
Other	19	6	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	23	4	3	1
1	19	3	3	
2	20	2	2	
3	22	1	3	
4	28		4	
5	29		4	
Other	14	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
K	26	2		1
1	19	3		
2	22		3	
3	19	3		
4	28		2	
5	30		2	
Other	11	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	1.1
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9164.04	3214.44	5949.60	70500.70
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	4.2	-17.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-57.7	-29.2

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 FOLLETT CONTENT SOLUTIONS LLC
 HEINEMANN COMPANY
 KBA DOCUMENT SOLUTIONS, LLC
 MICHELLE FONG
 POPPY SHELDON
 RENAISSANCE LEARNING INC
 SOUL SHOPPE PROGRAMS
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 VARITRONICS, LLC

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

The Lupine Hills teaching faculty, staff, and parents are committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of all students. Through the Student Success Team (SST), 504 Plan, and Individualized Education Plan (IEP) process, we identify students who have special needs and then determine specific strategies that will best support their academic, social and emotional growth. The staff strives to provide students with a curriculum that is rigorous, meaningful, relevant, equitable, appropriately challenging and allows students to develop their critical-thinking skills. Instruction is focused on state standards, and all students are making progress toward mastery of these standards. Lupine teachers differentiate their instruction using Multi-Tiered Systems of Support (MTSS), Educational Technology, and Anti-Racist, Culturally Responsive Teaching practices to meet the individual learning needs of their students. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster social and emotional growth as well as develop students' communication and collaboration skills.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	10	12