

Fred T. Korematsu Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Fred T. Korematsu Middle School
Street	7125 Donal Ave.
City, State, Zip	El Cerrito, CA, 94530-2691
Phone Number	510-231-1449
Principal	Matthew Burnham
Email Address	mburnham@wccusd.net
School Website	www.wccusd.net/korematsu
Grade Span	7-8
County-District-School (CDS) Code	07617966057244

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Korematsu Middle School is home to one of the most ethnically and socio-economically diverse student bodies in the Bay Area, a feature we consider a great strength. Korematsu offers rigorous academic programming that is designed to meet the needs of all students. Our standards-based curriculum is geared toward helping every student achieve at or above grade level in all subjects.

We offer a Dual Immersion Spanish language program to qualified students, with the goal of creating bilingual, bi-literate, global citizens who will be able to navigate and participate in our ever-growing global economy. Students in need of additional support

2024-25 School Description and Mission Statement

to strengthen their academic skills are enrolled in our intervention program. Our English Learners Department offers English Language Development classes. For students with special needs, we offer special education programs (severely handicapped, non-severely handicapped, resource specialist, hearing impaired and speech) to support specific identified needs of each student. In addition to the core curriculum, students at Korematsu can take advantage of a variety of opportunities including our excellent band program, art, Spanish Language, leadership, and Gateway to Technology.

KMS Mission: Korematsu Middle School is a safe, inclusive, student-centered community that provides academic and social success. Our community values respectful, collaborative relationships to ensure that all students become responsible, confident, and enthusiastic citizens who fulfill their individual potential.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	331
Grade 8	349
Total Enrollment	680

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	55.4
Non-Binary	0.6
American Indian or Alaska Native	0.6
Asian	14.4
Black or African American	13.1
Filipino	1.2
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	11.3
White	26.5
English Learners	14
Homeless	1.6
Socioeconomically Disadvantaged	42.2
Students with Disabilities	14.4

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)	25.90	83.84	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	3.74	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.61	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	4.13	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	2.00	6.61	26.30	1.87	18854.30	6.86
Total Teaching Positions	31.00	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)	24.10	71.95	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.40	4.34	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.80	11.39	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.52	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	3.60	10.74	91.20	5.99	15831.90	5.67
Total Teaching Positions	33.60	100.00	1522.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	67.21	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	4.30	13.71	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	5.28	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.25	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	4.00	12.49	94.30	6.58	14303.80	5.15
Total Teaching Positions	32.00	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	0.50	3.80	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	3.80	1.6

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	1.00	0.00	0
Local Assignment Options	0.20	0.50	0.4
Total Out-of-Field Teachers	1.20	0.50	0.4

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)	1.90	11.8	8.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	1.1	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	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	Yes	0%
Mathematics	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
Science	Amplify Science, c2020 - adopted 2020	Yes	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	Yes	0%
Foreign Language	Vista Higher Learning (Spanish), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report: 8/18/2024

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

School Facility Conditions and Planned Improvements

<p>Gas Leaks, Mechanical/HVAC, Sewer</p>			<p>:</p> <p>A211A/ STORAGE: 2. VENT COVER IS MISSING. GIRLS REST ROOM (B218A): 2. THERMOSTAT COVER IS MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Interior: Interior Surfaces</p>		<p>X</p>	<p>A217: 4. SECTION OF WALL TRIM IS MISSING AT ENTRY (HALLWAY). 7. SECTION OF ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. ELECTRICAL CONDUIT CONDUIT END CAP IS MISSING. 9. FAUCET HAS A LOW FLOW. 15. EXTERIOR GATE CLOSERS ARE BROKEN. B102/ GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 8. TWO TOILETS LEAK AT FITTING. ONE TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK FAUCETS TOP PLATE IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (A207B): 4. STALL DOOR IS LOOSE FROM HINGE/ UNABLE TO BE SECURED. 7. ONE CAN LIGHT IS OUT (HALLWAY). 9. ONE FAUCET FLOWS OUT OF BASIN CREATING A SLIP HAZARD. (UNABLE TO TURN ON LIGHTING)</p> <p>BOYS REST ROOM (B106): 4. SHOWER SEAT IS BROKEN/ LOOSE FROM WALL. 7. TWO CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER CASE IS DAMAGED (FOYER). 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM (B218B): 4. WALL TILE IS BROKEN. STALL DOOR IS MISSING. 8. TOILET LEAKS AT FITTING.</p> <p>BOYS REST ROOM (C316B): 4. TOILET PAPER DISPENSER IS BROKEN. 8. ONE TOILET IS NOT FLUSHING PROPERLY.</p> <p>BOYS REST ROOM (D102B): 4. WALL TILES ARE BROKEN. STALL PARTITION SUPPORT BEAM IS LOOSE/BENT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C100/ DANCE: 4. MIRROR IS BROKEN (TAPED).</p> <p>C205: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p> <p>C211: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C213: 4. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C216: 4. RUBBER MOLDING IS MISSING (NEAR HALLWAY DOUBLE DOORS). 5. BLACK GROWTH PRESENT IN COVE BASE (NEAR HALLWAY DOUBLE DOORS). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C217: 4. DRAWER IS BROKEN. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C219/ CUSTODIAN: 4. HOLE IN WALL (HALLWAY).</p>

School Facility Conditions and Planned Improvements

			<p>C306: 4. CEILING TILES ARE LOOSE. 9. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D/ FOYER: 4. WALL TILES ARE MISSING AROUND DRINKING FOUNTAIN. 7. ONE CAN LIGHT IS OUT.</p> <p>D106/ KITCHEN: 4. REFRIDGERATOR IS LEAKING CREATING A PUDDLE/SLIP HAZARD.</p> <p>GIRLS REST ROOM (A207A): 4. STALL DOOR IS LOOSE FROM HINGE/ UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) (UNABLE TO TURN ON LIGHTING)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A201: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL).10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER LEFT ON. 11. PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE PRESENT (NEAR BACK ENTRY).</p> <p>B104/ STORAGE: 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>B110/ ELECTRICAL: 5. LADDERS ARE UNSECURED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>C216: 4. RUBBER MOLDING IS MISSING (NEAR HALLWAY DOUBLE DOORS). 5. BLACK GROWTH PRESENT IN COVE BASE (NEAR HALLWAY DOUBLE DOORS). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C301/ ELEVATOR: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL). 11. PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>C308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCETS HAVE A LOW FLIW. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Electrical</p>		<p>X</p>	<p>A201: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL).10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER LEFT ON. 11. PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>A204: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A221: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>B100/ GYM: 7. MULTIPLE LIGHT FIXTURES ARE OUT. SENSOR COVER IS BROKEN/MISSING. 10. EMERGENCY EXIT SIGN IS BROKEN.</p> <p>B108/ GIRLS LOCKER ROOM: 7. CAN LIGHT IS OUT AT ENTRY. 15. DOOR IS DAMAGED AT DEADBOLT. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

B109/ BOYS LOCKER ROOM: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING.
 B110/ ELECTRICAL: 5. LADDERS ARE UNSECURED. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.
 B221/ TEXTBOOK ROOM: 7. TWO LIGHT PANELS ARE BAD (PINK BULBS).
 BOYS REST ROOM (A207B): 4. STALL DOOR IS LOOSE FROM HINGE/ UNABLE TO BE SECURED. 7. ONE CAN LIGHT IS OUT (HALLWAY). 9. ONE FAUCET FLOWS OUT OF BASIN CREATING A SLIP HAZARD. (UNABLE TO TURN ON LIGHTING)
 BOYS REST ROOM (B106): 4. SHOWER SEAT IS BROKEN/ LOOSE FROM WALL. 7. TWO CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER CASE IS DAMAGED (FOYER). 15. DOOR CLOSER COVER IS MISSING.
 C201/ ELEVATOR: 7. ONE OF TWO LIGHT BULBS IS OUT.
 C206: 7. CAN LIGHT IS OUT AT ENTRY.
 C207/ OFFICE: 7. ONE LIGHT PANEL IS OUT. ONLY ONE LIGHT BULB IS OPERATIONAL.
 C209: 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.
 C210/ PRINTER: 7. ONE OF TWO LIGHT BULBS IS OUT.
 C211: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.
 C301/ ELEVATOR: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL). 11. PAINT IS PEELING ON STAIRWELL RAILING.
 C314: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING.
 C317/ ELECTRICAL: 7. LIGHT DIFFUSER IS MISSING (HALLWAY).
 D/ FOYER: 4. WALL TILES ARE MISSING AROUND DRINKING FOUNTAIN. 7. ONE CAN LIGHT IS OUT.
 D106C/ UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
 D109/ BAND: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON RAMP RAILING AND INTERIOR WALL.
 GIRLS REST ROOM (B106): 7. ONE CAN LIGHT IS OUT. 10. EMERGENCY EXIT LIGHT IS BROKEN. (MENSTRUAL NOTICE NOT POSTED)
 GIRLS REST ROOM (B218A): 2. THERMOSTAT COVER IS MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)
 GYM FOYER: 7. ONE LIGHT FIXTURE IS OUT.

School Facility Conditions and Planned Improvements

			<p>UNISEX REST ROOM (A220A): 7. ONE OF TWO LIGHT BULBS IS BAD/PINK. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (A220B): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (B208): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C203): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C207A): 7. MULTIPLE LIGHT BULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C302): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>A110/ OFFICE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>A217: 4. SECTION OF WALL TRIM IS MISSING AT ENTRY (HALLWAY). 7. SECTION OF ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. ELECTRICAL CONDUIT CONDUIT END CAP IS MISSING. 9. FAUCET HAS A LOW FLOW. 15. EXTERIOR GATE CLOSERS ARE BROKEN.</p> <p>A220/ TEACHERS LOUNGE: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B102/ GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 8. TWO TOILETS LEAK AT FITTING. ONE TOILET SEAT IS LOOSE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK FAUCETS TOP PLATE IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>B108B/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>B109B/ UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>B203/ NURSE: 9. FAUCET HAS A HAMMER EFFECT.</p> <p>B223/ WORKROOM: 9. FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM (A207B): 4. STALL DOOR IS LOOSE FROM HINGE/ UNABLE TO BE SECURED. 7. ONE CAN LIGHT IS OUT (HALLWAY). 9. ONE FAUCET FLOWS OUT OF BASIN CREATING A SLIP HAZARD. (UNABLE TO TURN ON LIGHTING)</p> <p>BOYS REST ROOM (B218B): 4. WALL TILE IS BROKEN. STALL DOOR IS MISSING. 8. TOILET LEAKS AT FITTING.</p>

School Facility Conditions and Planned Improvements

BOYS REST ROOM (C316B): 4. TOILET PAPER DISPENSER IS BROKEN. 8. ONE TOILET IS NOT FLUSHING PROPERLY.

BOYS REST ROOM (D109B): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. SINGLE USER REST ROOM MUST BE LABELED ALL GENDER (PER AB-1732). (MENSTRUAL NOTICE NOT POSTED)

C304: 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.

C306: 4. CEILING TILES ARE LOOSE. 9. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED.

C308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCETS HAVE A LOW FLIOW. 10. EVACUATION MAP IS NOT POSTED.

C311A/ SCIENCE PREP: 9. ACCESS TO CHEMICAL SHOWER IS BLOCKED.

C312: 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON CEILING (HALLWAY).

D106C/ UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

D109/ BAND: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON RAMP RAILING AND INTERIOR WALL.

GIRLS REST ROOM (B218A): 2. THERMOSTAT COVER IS MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (C316A): 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (D109A): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. SINGLE USER REST ROOM MUST BE LABELED ALL GENDER (PER AB-1732). (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (A103): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (A220A): 7. ONE OF TWO LIGHT BULBS IS BAD/PINK. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (A220B): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (B203A): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (B207): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

UNISEX REST ROOM (B208): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			<p>UNISEX REST ROOM (B222): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C203): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C204): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C207A): 7. MULTIPLE LIGHT BULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C302): 7. ONE OF TWO LIGHT BULBS IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (C303): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. PAPER TOWEL DISPENSER IS UNSTOCKED. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A201: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL).10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER LEFT ON. 11. PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>A202: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A203: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>A204: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A205: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A210: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>A214/ RSP: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A218/ TEACHER WORKROOM: 10. EVACUATION MAP IS NOT POSTED.</p> <p>A219: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A220/ TEACHERS LOUNGE: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A221: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE PRESENT (NEAR BACK ENTRY).</p> <p>B102/ BOYS REST ROOM: 10. FIRE SENSOR IS TAPED OVER. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM (B106): 4. SHOWER SEAT IS BROKEN/ LOOSE FROM WALL. 7. TWO CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER CASE IS DAMAGED (FOYER). 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

				<p>C208: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C209: 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C211: 4. WALL PAPER IS TORN (HALLWAY). 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C212: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C213: 4. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C214: 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED.</p> <p>C215: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C216: 4. RUBBER MOLDING IS MISSING (NEAR HALLWAY DOUBLE DOORS). 5. BLACK GROWTH PRESENT IN COVE BASE (NEAR HALLWAY DOUBLE DOORS). 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C217: 4. DRAWER IS BROKEN. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C301/ ELEVATOR: 5. STAIRWELL RAILING IS STICKY. 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL). 11. PAINT IS PEELING ON STAIRWELL RAILING.</p> <p>C304: 9. FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C306: 4. CEILING TILES ARE LOOSE. 9. FAUCETS HAVE LOW FLOWS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCETS HAVE A LOW FLIW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C309: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C312: 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON CEILING (HALLWAY).</p> <p>C313: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C314: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C315/ BREAK OUT: 10. EVACUATION MAP IS NOT POSTED.</p> <p>D109/ BAND: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON RAMP RAILING AND INTERIOR WALL.</p>
Structural: Structural Damage, Roofs	X			
External:	X			A216: 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

<p>Playground/School Grounds, Windows/Doors/Gates/Fences</p>		<p>A217: 4. SECTION OF WALL TRIM IS MISSING AT ENTRY (HALLWAY). 7. SECTION OF ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. ELECTRICAL CONDUIT CONDUIT END CAP IS MISSING. 9. FAUCET HAS A LOW FLOW. 15. EXTERIOR GATE CLOSERS ARE BROKEN. B102/ BOYS REST ROOM: 10. FIRE SENSOR IS TAPED OVER. 15. DOOR CLOSER COVER IS MISSING. B108/ GIRLS LOCKER ROOM: 7. CAN LIGHT IS OUT AT ENTRY. 15. DOOR IS DAMAGED AT DEADBOLT. DOOR CLOSER COVER IS MISSING. B109/ BOYS LOCKER ROOM: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (B106): 4. SHOWER SEAT IS BROKEN/ LOOSE FROM WALL. 7. TWO CAN LIGHTS ARE OUT. 10. FIRE EXTINGUISHER CASE IS DAMAGED (FOYER). 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (D102B): 4. WALL TILES ARE BROKEN. STALL PARTITION SUPPORT BEAM IS LOOSE/BENT. 15. DOOR CLOSER COVER IS MISSING. C202/ STORAGE: 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). C217: 4. DRAWER IS BROKEN. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. C318/ CUSTODIAN: 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). GIRLS REST ROOM (A207A): 4. STALL DOOR IS LOOSE FROM HINGE/ UNABLE TO BE SECURED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) (UNABLE TO TURN ON LIGHTING)</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	49	51	32	33	46	47
Mathematics (grades 3-8 and 11)	34	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	672	652	97.02	2.98	50.69
Female	298	287	96.31	3.69	55.75
Male	371	362	97.57	2.43	46.54
American Indian or Alaska Native	--	--	--	--	--
Asian	99	99	100.00	0.00	62.63
Black or African American	86	80	93.02	6.98	20.25
Filipino	--	--	--	--	--
Hispanic or Latino	218	212	97.25	2.75	33.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	74	97.37	2.63	62.16
White	178	174	97.75	2.25	75.29
English Learners	72	68	94.44	5.56	2.94
Foster Youth	0	0	0	0	0
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	290	280	96.55	3.45	30.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	85	89.47	10.53	11.76

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	671	648	96.57	3.43	35.76
Female	298	287	96.31	3.69	31.71
Male	370	358	96.76	3.24	39.33
American Indian or Alaska Native	--	--	--	--	--
Asian	99	97	97.98	2.02	45.36
Black or African American	85	79	92.94	7.06	11.54
Filipino	--	--	--	--	--
Hispanic or Latino	218	211	96.79	3.21	19.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	76	72	94.74	5.26	50.00
White	178	175	98.31	1.69	55.43
English Learners	72	67	93.06	6.94	0.00
Foster Youth	0	0	0	0	0
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	275	95.16	4.84	17.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	83	88.30	11.70	8.43

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)	31.54	31.64	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	344	340	98.84	1.16	31.36
Female	153	152	99.35	0.65	27.81
Male	190	187	98.42	1.58	34.41
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	36.59
Black or African American	43	42	97.67	2.33	2.44
Filipino	--	--	--	--	--
Hispanic or Latino	113	113	100.00	0.00	14.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	48.78
White	97	96	98.97	1.03	54.74
English Learners	29	29	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	132	98.51	1.49	13.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	95.1	96.4	96	96.7

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

PARENT INVOLVEMENT PROGRAMS:

- Parent Information Night and Tour
- Eighth-grade promotion
- Eighth-grade party
- Parent volunteers also work in the classrooms
- Parent Workshops

PARENT -TEACHER STUDENT ASSOCIATION (PTSA) and/or PARENT GROUP(s): The PTSA raises funds and helps plan and organize extra-curricular events.

- MUSIC PARENT GROUP: The Music Parent Group supports our Jazz Band and Music Program by organizing fundraising events, concerts, and other performance trips.
- ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC meets once a month to discuss the needs of our EL students.
- African American Parent Advisory Group (AAPAC): The AAPAC meeting once a month to discuss the needs of our African American students.
- SCHOOL SITE COUNCIL: Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The minimum number of SSC members for a middle school is ten. The parent membership at a middle school must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852).

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	695	687	92	13.4
Female	307	303	42	13.9
Male	384	380	48	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	100	7	7.0
Black or African American	94	90	25	27.8
Filipino	--	--	--	--
Hispanic or Latino	227	223	37	16.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	78	78	4	5.1
White	179	179	15	8.4
English Learners	103	102	20	19.6
Foster Youth	--	--	--	--
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	303	298	65	21.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	103	102	23	22.5

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
4.29	5.92	9.35	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	9.35	0.00
Female	6.84	0.00
Male	11.46	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.00	0.00
Black or African American	27.66	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.85	0.00
White	3.35	0.00
English Learners	16.50	0.00
Foster Youth	0.00	0.00
Homeless	41.67	0.00
Socioeconomically Disadvantaged	14.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.42	0.00

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

2024-25 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	9	11
Mathematics	28	6	9	9
Science	32	2	4	15
Social Science	29	4	5	14

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	8	4	16
Mathematics	30	4	4	15
Science	37	2	3	17
Social Science	29	3	9	11

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	7	7	14
Mathematics	30	3	7	13
Science	31	2	6	14
Social Science	28	4	7	13

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	340

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1.2

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	7708.21	2703.54	5004.67	70745.36
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-13.1	-17.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-73.1	-28.9

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 AMAZON
 AWARDSBYWILSON.COM OF FT WORTH/DALL
 BAY AREA COMMUNITY RESOURCES
 BLICK ART MATERIALS LLC
 BRAINPOP LLC
 COASTAL ENTERPRISES
 DEMCO INC
 DYNAMISM INC
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 MATTHEW BURNHAM
 MEMBEAN INC
 MICHAEL MESSINA-GODFREY
 PANERA BREAD COMPANY
 PROJECT LEAD THE WAY INC
 RENAISSANCE LEARNING INC
 RICHMOND BLUEPRINT & LITHO CO INC
 SCOTT OLSEN
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 VARITRONICS, LLC

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

Professional Development

This year staff devotes a 1.5 hours per week for development and collaboration. Training sessions include Common Core State Standards Implementation, best practices workshops, academic data review, differentiated instruction, instructional technology, and cultural competence.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	33