

Mira Vista K-8 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	Mira Vista K-8 School
Street	6397 Hazel Avenue
City, State, Zip	Richmond, CA 94805-2099
Phone Number	(510) 231-1416
Principal	Greg Whaling
Email Address	gwhaling@wccusd.net
School Website	www.wccusd.net/miravista
Grade Span	K-8
County-District-School (CDS) Code	07617966004857

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

Mira Vista K-8 school has one of the most beautiful campuses in the area, with its sweeping views of Mt. Tamalpais, the Golden Gate Bridge, San Francisco, and the Bay, the school was designed in 1951 to "roll down the hillside" by renowned architect John Warnecke.

Mission and Vision Statement:

At Mira Vista K-8 School, we believe that all learners can and will succeed in a rigorous academic environment. We continue to build and strengthen relationships with staff, students, and families to create a safe environment that empowers students and

2024-25 School Description and Mission Statement

adults alike to be creative, thoughtful, and self-motivated learners. Mira Vista K-8 School is a place where students can safely exercise their curiosity and voice by making meaningful choices while challenging themselves and each other academically. Our structured school environment aims to not only build academic proficiency but also develop strong character. We work to provide direct social-emotional learning (SEL) instruction daily. We continually strive to develop students' sense of responsibility in transforming our school and community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	65
Grade 3	72
Grade 4	59
Grade 5	54
Grade 6	61
Grade 7	33
Grade 8	30
Total Enrollment	474

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.3
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	9.1
Black or African American	11.4
Filipino	2.5
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	13.3
White	21.9
English Learners	22.6
Foster Youth	0.6
Homeless	1.5
Socioeconomically Disadvantaged	62
Students with Disabilities	17.5

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	92.86	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.36	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.18	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.10	0.57	26.30	1.87	18854.30	6.86
Total Teaching Positions	28.00	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)	25.60	85.54	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.33	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.53	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	3.10	10.53	91.20	5.99	15831.90	5.67
Total Teaching Positions	30.00	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)	18.60	68.52	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.84	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	22.04	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.59	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.80	6.94	94.30	6.58	14303.80	5.15
Total Teaching Positions	27.20	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	4
Misassignments	1.50	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.00	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	0.00	0.00	0
Local Assignment Options	0.30	0.10	0.1
Total Out-of-Field Teachers	0.30	0.10	0.1

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)	3.90	0	10.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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, grades TK-5, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022 McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017 National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6-8, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas grades K-5, c2007 - adopted 2007 TCI History Alive, grades 6-8, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used 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

7/19/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: KITCHEN: 2. VENT IS RUSTED. 15. WINDOW IS BROKEN.
Interior: Interior Surfaces		X		1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH, 11: 4. CEILING TILES HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS FLICKER.(SEIZURE HAZARD) 9. DRINKING FOUNTAIN HAS A LOW FLOW. 13: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 16: 4. WALL PAD IS LOOSE. SECTION OF RUBBER MOULDING IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 2: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 22: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW. 26: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 28: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 29: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 3: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS NO FLOW. 32: 4. CEILING TILE IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. SECTION OF ROOM IS CLUTTERED. 7. TWO LIGHT PANELS ARE OUT. 4: 4. FORMICA IS PEELING ON COUNTER. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>BOYS RESTROOM: 4. STALL PARTITION IS RUSTED AT BASE. ELECTRICAL : 4. WATER DAMAGE TO CEILING. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). NURSE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH, 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. CEILING TILES HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS FLICKER.(SEIZURE HAZARD) 9. DRINKING FOUNTAIN HAS A LOW FLOW. 13: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED/OBSCURED. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS BURN MARKS. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 28: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 30: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN RR. 7. ONE LIGHT PANEL IS OUT. 11. SKID PAINT IS PEELING ON RAMP. 32: 4. CEILING TILE IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. SECTION OF ROOM IS CLUTTERED. 7. TWO LIGHT PANELS ARE OUT. 33: 5. UNSECURED ITEMS ARE STORED TOO HIGH.(NO WILLIAMS NOTICE IS POSTED) 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

			<p>ALL GENDER RESTROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS RESTROOM: 5. TRASH AND FECES LEFT IN TOILET.</p> <p>MULTI USE OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical		X	<p>11: 4. CEILING TILES HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS FLICKER.(SEIZURE HAZARD) 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS BURN MARKS. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>28: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED.</p> <p>29: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>30: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN RR. 7. ONE LIGHT PANEL IS OUT. 11. SKID PAINT IS PEELING ON RAMP.</p> <p>31: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 14. HOLE IN RAMP.</p> <p>32: 4. CEILING TILE IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. SECTION OF ROOM IS CLUTTERED. 7. TWO LIGHT PANELS ARE OUT.</p> <p>COUNSELING ROOM: 7. CORDS ARE CREATING TRIP HAZARDS.</p> <p>VP OFFICE: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>11: 4. CEILING TILES HAS HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS FLICKER.(SEIZURE HAZARD) 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>12: 9. DRINKING FOUNTAIN MOUTHPEICE IS MISSING.</p> <p>13: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>10. EVACUATION MAP IS NOT POSTED/OBSCURED.</p> <p>22: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>3: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>4: 4. FORMICA IS PEELING ON COUNTER. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>ALL GENDER RESTROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (NO MENSTRUAL NOTICE IS POSTED)</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON CEILING.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. WINDOW IS BROKEN.</p> <p>GIRLS RESTROOM: 8. USED AS STORAGE.</p> <p>MENS RESTROOM : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RESTROOM IS SINGLE USE)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WORK ROOM: 9. FAUCET LEAKS AT HANDLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED/OBSCURED.</p> <p>17: 11. PAINT IS PEELING ON DOOR.</p> <p>23: 11. PAINT IS PEELING ON DOORFRAME.</p> <p>25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>26: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET HAS BURN MARKS. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>30: 5. UNSECURED ITEMS ARE STORED TOO HIGH IN RR. 7. ONE LIGHT PANEL IS OUT. 11. SKID PAINT IS PEELING ON RAMP.</p> <p>34: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>

School Facility Conditions and Planned Improvements

			8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON CEILING. SERVING: 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING. STAGE: 10. WHEELCHAIR LIFT IS BEING USED AS STORAGE.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		2: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 28: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 31: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 14. HOLE IN RAMP. ALL GENDER RESTROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. AUDITORIUM: 15. DOOR CLOSER COVER IS MISSING. ELECTRICAL : 4. WATER DAMAGE TO CEILING. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. WINDOW IS BROKEN. KITCHEN: 2. VENT IS RUSTED. 15. WINDOW IS BROKEN. PARKING LOTS: 14. TRIP HAZARDS THROUGHOUT. PLAY COURTS : 14. TRIP HAZARDS THROUGHOUT. SERVING: 11. PAINT IS PEELING ON WINDOW FRAME. 15. DOOR CLOSER COVER IS MISSING. TEACHERS LOUNGE: 15. DOOR CLOSER COVER IS MISSING.

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)	39	42	32	33	46	47
Mathematics (grades 3-8 and 11)	31	31	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	315	303	96.19	3.81	42.24
Female	138	131	94.93	5.07	51.15
Male	176	171	97.16	2.84	35.67
American Indian or Alaska Native	0	0	0	0	0
Asian	29	27	93.10	6.90	62.96
Black or African American	43	41	95.35	4.65	26.83
Filipino	--	--	--	--	--
Hispanic or Latino	144	136	94.44	5.56	27.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	70.00
White	59	59	100.00	0.00	62.71
English Learners	67	64	95.52	4.48	4.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	215	207	96.28	3.72	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	56	90.32	9.68	7.14

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	315	302	95.87	4.13	31.46
Female	138	131	94.93	5.07	32.82
Male	176	170	96.59	3.41	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	46.43
Black or African American	43	41	95.35	4.65	12.20
Filipino	--	--	--	--	--
Hispanic or Latino	144	136	94.44	5.56	21.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	40.00
White	59	57	96.61	3.39	59.65
English Learners	67	64	95.52	4.48	7.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	215	206	95.81	4.19	19.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	56	90.32	9.68	8.93

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)	22.68	21.95	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	85	82	96.47	3.53	21.95
Female	40	38	95.00	5.00	21.05
Male	45	44	97.78	2.22	22.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	43.75
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	56	94.92	5.08	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	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 5	92.7	92.7	92.7	92.7	92.7
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): The school has an active and enthusiastic PTA. The PTA holds monthly meetings, usually on the third Thursday of each month, to plan activities and events of interest to the school community. All parents are encouraged to join the PTA. These events includes, but are not limited to the following: an annual Fall Festival, Crafts Fair, a Bar-B-Q, Dances, Family Movie Nights and a Winter Holiday Performance. Due to the year's COVID19 protocols, we are making progress getting back to having more in person activities presented for families this school year.

SCHOOL COMMUNITY OUTREACH WORKER (SCOW): The role of the SCOW is to provide family support, assist in creating a welcoming school environment, provide parents/families with volunteer information, community resources, strengthen the capacities of schools and parents working together.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

English Learners Advisory Committee (ELAC): Monthly ELAC meetings are held to provide parents of English Language Learners with information to support their children's education.

The ELAC's role is also to advise the principal and staff on programs and services for English learners. The ELAC also assists in the development of the school site's needs assessment; annual language survey; and ways to inform parents of the importance of school attendance. Presently, meetings are held once a month online virtually.

African-American Parent Advisory Council (AAPAC): The role of AAPAC is to increase engagement of African-American families, by developing programs and activities that families are interested in participating in and actively participate in school wide events. Advise the school on how to communicate outreach efforts to families. Examine what's working at the school and

2024-25 Opportunities for Parental Involvement

what can be improved upon. Improve the academic outcomes for African-American students by providing families with information about their student's academic achievement and cognitive development. Presently, meetings are held online virtually once a month.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	504	490	95	19.4
Female	224	218	39	17.9
Male	279	271	56	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	47	45	8	17.8
Black or African American	57	55	13	23.6
Filipino	12	12	0	0.0
Hispanic or Latino	210	204	49	24.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	64	11	17.2
White	110	108	13	12.0
English Learners	122	118	38	32.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	320	312	85	27.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	97	29	29.9

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.44	4.68	1.98	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	1.98	0.00
Female	0.89	0.00
Male	2.87	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.03	0.00
White	0.91	0.00
English Learners	2.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.13	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.12	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	26	2	2	2
1	21	2	4	
2	20	4	2	
3	20	4	2	
4	23		6	
5	23		6	
6	18	9	10	1
Other	15	6		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	21	2	4	
2	20	4	2	
3	20	4	2	
4	26		4	
5	30		4	
6	19	10	12	
Other	14	6		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22		2	
2	28		2	1
3	21	1	2	
4	27		2	
5	25		2	
6	18	9	10	
Other	16	2	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	474

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.8
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	8664.58	2367.65	6296.94	82359.99
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	9.8	-2.4
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-52.4	-13.9

Fiscal Year 2023-24 Types of Services Funded

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

ACCUCUT, LLC
 ACHIEVEMENT PRODUCTS, DISCOUNT SCHO
 ALMA ESTRADA
 AMAZON
 APPLE COMPUTER INC
 ARTS ATTACK PUBLICATIONS
 BAY AREA COMMUNITY RESOURCES
 BONNIE JANORA
 BRAINPOP LLC
 CHARLOTTE BETSON
 CIRCLES FOR SOCIAL CHANGE
 DAVID WATTS

Fiscal Year 2023-24 Types of Services Funded

DEM ENTERPRISE WORLD/WIDE LLC
 DUANE BERGER
 ELIZABETH R JOSEPH
 FOLLETT CONTENT SOLUTIONS LLC
 KASSIRER ENTERTAINMENT COMPANY
 LAKESHORE LEARNING MATERIALS
 LEARNING A-Z
 LUCKY
 MICHAELS TRANSPORTATION
 MUSIC FOR MINORS INC
 PEACEMAKERS INC
 PLAYWORKS EDUCATION ENERGIZED
 REGENTS OF THE UNIVERSITY OF CALIFO
 SCHOOL DATEBOOKS INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SYNERGY 1 GROUP, INC
 TREERING CORPORATION
 US BANK
 VARITRONICS, LLC
 WEST CONTRA COSTA PUBLIC EDUCATION

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

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. We are committed to narrowing the achievement gap and provide a program that meets the needs of all our students. To ensure this, the Curriculum and Instruction Department of the district engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. The principals provide support to teachers through providing opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with online professional development. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	47	25	30