

Peres 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	Peres K-8 School
Street	719 5th Street
City, State, Zip	Richmond, CA 94801-2655
Phone Number	(510) 231-1407
Principal	Colette West
Email Address	colette.west@wccusd.net
School Website	www.wccusd.net/peres
Grade Span	K-8
County-District-School (CDS) Code	07617966004907

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

At Peres K-8 School, we believe that all learners can and will succeed in a rigorous educational environment. We value and instill the principles of efficacy by emphasizing a "work hard, get smart" mindset for students and staff. We use data-driven instruction to ensure that we remain focused on our goal of proficiency and college readiness for all students. Our structured school environment aims to not only build academic proficiency but also develop strong character.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	51
Grade 2	65
Grade 3	61
Grade 4	49
Grade 5	63
Grade 6	59
Grade 7	49
Grade 8	35
Total Enrollment	513

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
American Indian or Alaska Native	0.2
Asian	1.4
Black or African American	13.5
Filipino	0.4
Hispanic or Latino	82.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.6
English Learners	63
Foster Youth	0.2
Homeless	2.3
Socioeconomically Disadvantaged	98.2
Students with Disabilities	14.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	75.85	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	4.50	18.44	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.51	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.17	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	24.80	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)	20.20	70.08	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	6.64	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	12.59	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.48	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	2.90	10.10	91.20	5.99	15831.90	5.67
Total Teaching Positions	28.90	100.00	1522.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	73.82	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	1.69	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	15.35	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.02	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.50	5.07	94.30	6.58	14303.80	5.15
Total Teaching Positions	29.50	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	1.00	0.9
Misassignments	1.10	2.60	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.10	3.60	4.5

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	0.7
Local Assignment Options	0.20	0.10	0.4
Total Out-of-Field Teachers	0.20	0.10	1.1

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)	6.70	19.5	23.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	38.80	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

8/15/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 10: 4. CEILING TILES HAVE WATER STAINS. 12. CRACKS IN EXTERIOR WALL. 11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL. 13: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET IS LOOSE. 14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET IS LOOSE. 15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. HAND SANITIZER DISPENSER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ROOM ID IS BROKEN. 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. CABINET IS BRIKEN UNDER SINK. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON WALL. 23: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CABINET IS BROKEN. FIRMICA TRIM IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 25: 4. CEILING TILES HAVE WATER STAINS. WALL IS MARRED. CEILING TILES HAVE WATER STAINS (HALLWAY). WALL PAPER IS TORN (HALLWAY). WALL IS MARRED (HALLWAY). 7. MULTIPLE LIGHT PANELS ARE TURNING OFF/ON. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR LAMINATE IS DAMAGED. 3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID

School Facility Conditions and Planned Improvements

THEY CLEANED UP A LOT OF RAT FECES). 7. MULTIPLE LIGHT PANELS ARE OUT. TWO SWITCHES DO NOT OPERATE ANYTHING. 10. EVACUATION MAP IS NOT POSTED.

5: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET)

6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.

7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.

8: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN.

9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

ADMIN: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.

BOYS REST ROOM (NEAR 22): 4. ALL STALLS ARE UNABLE TO BE SECURED. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES.

BOYS REST ROOM (NEAR MPR): 4. HOLES IN FLOORING. SOAP DISPENSER IS MISSING. STALL DOOR HINGE IS BROKEN. WATER IS DRIPPING FROM THE WATER ACCESS PANEL. 8. ONE URINAL DOES NOT FLUSH. ONE URINAL IS NOT FLUSHING PROPERLY.

GIRLS REST ROOM (NEAR 22): 4. STALL PARTITION BASE PLATE IS MISSING. FLOORING IS CHIPPING AND HAS A HOLE. 5. FLOORING IS DIRTY ALONG STALL PARTITION BASES. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (NEAR MPR): 4. SANITARY NAPKIN CANS ARE MISSING. TOILET PAPER DISPENSER IS MISSING. 5. RED SUBSTANCE SPLATTERED ON CEILING AND STALL PARTITION. GRAFITTI ON STALL PARTITION. 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. ONE FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE NOT POSTED)

K3: 4. FLOOR TILES ARE BROKEN. EXTERIOR WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. ONE TOILET IS LOOSE AT BASE. 9. DRINKING FAUCET HAS LOW FLOW.

LEARNING CENTER: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

MPR: 4. RUBBER TRIM IS MISSING AT FLOORING/CARPET SEAM. RUBBER MOULDING IS MISSING. EXTERIOR WALLS ARE MARRED. 10. EVACUATION MAP IS NOT POSTED.

OFFICE: 4. CEILING TILE HAS A HOLE.

School Facility Conditions and Planned Improvements

			<p>PRESCHOOL: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FORMICA IS CHIPPED ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.</p> <p>TEACHER WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>UNISEX RESTROOM: 4. FLOORING IS BROKEN IN COVES. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX RESTROOM: 4. WALLS ARE MARRED (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 11. PAINT IS PEELING ON WALL BEHIND TOILET.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL.</p> <p>14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET IS LOOSE.</p> <p>15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>19: 4. HAND SANITIZER DISPENSER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ROOM ID IS BROKEN.</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CABINET IS BROKEN. FIRMICA TRIM IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 7. MULTIPLE LIGHT PANELS ARE OUT. TWO SWITCHES DO NOT OPERATE ANYTHING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM (NEAR 22): 4. STALL PARTITION BASE PLATE IS MISSING. FLOORING IS CHIPPING AND HAS A HOLE. 5. FLOORING IS DIRTY ALONG STALL PARTITION BASES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR MPR): 4. SANITARY NAPKIN CANS ARE MISSING. TOILET PAPER DISPENSER IS MISSING. 5. RED SUBSTANCE SPLATTERED ON CEILING AND STALL PARTITION. GRAFITTI ON STALL PARTITION. 8. ONE STALL IS</p>

School Facility Conditions and Planned Improvements

			<p>LOCKED/OUT OF ORDER. 9. ONE FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE NOT POSTED) JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. K2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES. K3: 4. FLOOR TILES ARE BROKEN. EXTERIOR WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. ONE TOILET IS LOOSE AT BASE. 9. DRINKING FAUCET HAS LOW FLOW. MULTI-USE OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. TESTING ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Electrical</p>		<p>X</p>	<p>22: 7. MOTION SENSOR IS LOOSE FROM CEILING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. 25: 4. CEILING TILES HAVE WATER STAINS. WALL IS MARRED. CEILING TILES HAVE WATER STAINS (HALLWAY). WALL PAPER IS TORN (HALLWAY). WALL IS MARRED (HALLWAY). 7. MULTIPLE LIGHT PANELS ARE TURNING OFF/ON. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR LAMINATE IS DAMAGED. 28: 7. LIGHTS ARE NOT TURNING ON IN ROOM, HALL, OR REST ROOMS. ETHERNET COVER IS LOOSE. 29: 7. LIGHTS ARE NOT TURNING ON IN ROOM, HALL, OR REST ROOMS. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 7. MULTIPLE LIGHT PANELS ARE OUT. TWO SWITCHES DO NOT OPERATE ANYTHING. 10. EVACUATION MAP IS NOT POSTED. 5: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET) CUSTODIAL ROOM: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. JANITOR: 7. LIGHT DIFFUSER IS MISSING. 15. VENT ON DOOR IS RUSTED. KITCHEN: 7. MULTIPLE LIGHT BULBS ARE OUT. PARENTS ROOM: 7. SURGE PROTECTORS ARE DAISY CHAINED. PRESCHOOL: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FORMICA IS CHIPPED ON COUNTERTOP. 7. TWO LIGHT</p>

School Facility Conditions and Planned Improvements

			<p>PANELS ARE OUT. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR. STORAGE (NEAR 7): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR IS DAMAGED. STORAGE: 6. LARGE AMOUNTS OF WEBBING THROUGHOUT ROOM. 10. NO ROOM ID. TEACHER WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>13: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET IS LOOSE. 14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET IS LOOSE.</p> <p>19: 4. HAND SANITIZER DISPENSER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ROOM ID IS BROKEN.</p> <p>20: 9. FAUCET IS LOOSE AT BASE. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED.</p> <p>22: 7. MOTION SENSOR IS LOOSE FROM CEILING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CABINET IS BROKEN. FIRMICA TRIM IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>24: 9. DRINKING FAUCET HAS LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON WALL.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. WALL IS MARRED. CEILING TILES HAVE WATER STAINS (HALLWAY). WALL PAPER IS TORN (HALLWAY). WALL IS MARRED (HALLWAY). 7. MULTIPLE LIGHT PANELS ARE TURNING OFF/ON. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR LAMINATE IS DAMAGED.</p> <p>9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR MPR): 4. HOLES IN FLOORING. SOAP DISPENSER IS MISSING. STALL DOOR HINGE IS BROKEN. WATER IS DRIPPING FROM THE WATER ACCESS PANEL. 8. ONE URINAL DOES NOT FLUSH. ONE URINAL IS NOT FLUSHING PROPERLY.</p> <p>GIRLS REST ROOM (NEAR 7): 8. ONE TOILET LEAKS AT WALL. ONE STALL DOOR IS LOCKED/OUT OF ORDER. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR MPR): 4. SANITARY NAPKIN CANS ARE MISSING. TOILET PAPER</p>

School Facility Conditions and Planned Improvements

			<p>DISPENSER IS MISSING. 5. RED SUBSTANCE SPLATTERED ON CEILING AND STALL PARTITION. GRAFITTI ON STALL PARTITION. 8. ONE STALL IS LOCKED/OUT OF ORDER. 9. ONE FAUCET HAS A LOW FLOW. (MENSTRUAL NOTICE NOT POSTED) K3: 4. FLOOR TILES ARE BROKEN. EXTERIOR WALLS ARE MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. ONE TOILET IS LOOSE AT BASE. 9. DRINKING FAUCET HAS LOW FLOW. PTA KITCHEN: 9. FAUCET HAS A DRIP. UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (ADMIN/NURSE): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 22): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR 22): 8. TOILET IS NOT FLUSHING PROPERLY. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR MOTOR ROOM): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 4. FLOORING IS BROKEN IN COVES. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 4. WALLS ARE MARRED (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 11. PAINT IS PEELING ON WALL BEHIND TOILET. UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON WALL. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 18: 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER. 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. CABINET IS BRIKEN UNDER SINK. 10. EVACUATION MAP IS NOT POSTED. 11.</p>

School Facility Conditions and Planned Improvements

PAINT IS PEELING ON DOOR. PAINT IS PEELING ON WALL.

20: 9. FAUCET IS LOOSE AT BASE. 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED.

21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

22: 7. MOTION SENSOR IS LOOSE FROM CEILING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED.

23: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). CABINET IS BROKEN. FIRMICA TRIM IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

24: 9. DRINKING FAUCET HAS LOW FLOW. 10. NO ROOM ID. 11. PAINT IS PEELING ON WALL.

25: 4. CEILING TILES HAVE WATER STAINS. WALL IS MARRED. CEILING TILES HAVE WATER STAINS (HALLWAY). WALL PAPER IS TORN (HALLWAY). WALL IS MARRED (HALLWAY). 7. MULTIPLE LIGHT PANELS ARE TURNING OFF/ON. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR LAMINATE IS DAMAGED.

29: 7. LIGHTS ARE NOT TURNING ON IN ROOM, HALL, OR REST ROOMS. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 7. MULTIPLE LIGHT PANELS ARE OUT. TWO SWITCHES DO NOT OPERATE ANYTHING. 10. EVACUATION MAP IS NOT POSTED.

4: 10. EVACUATION MAP IS NOT POSTED.

5: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET)

6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.

7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.

9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)

ADMIN: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.

K1: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALLS IN RR'S.

K2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES.

School Facility Conditions and Planned Improvements

			<p>LEARNING CENTER: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. MOTOR: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) MPR: 4. RUBBER TRIM IS MISSING AT FLOORING/CARPET SEAM. RUBBER MOULDING IS MISSING. EXTERIOR WALLS ARE MARRED. 10. EVACUATION MAP IS NOT POSTED. MULTI-USE OFFICE: 10. EVACUATION MAP IS NOT POSTED. MULTI-USE OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. PRESCHOOL: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FORMICA IS CHIPPED ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR. STORAGE: 6. LARGE AMOUNTS OF WEBBING THROUGHOUT ROOM. 10. NO ROOM ID. TEACHER WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. EVACUATION MAP IS NOT POSTED. TESTING ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 4. WALLS ARE MARRED (HALLWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 11. PAINT IS PEELING ON WALL BEHIND TOILET. UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>10: 4. CEILING TILES HAVE WATER STAINS. 12. CRACKS IN EXTERIOR WALL. 6: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING. K2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES. LIBRARY: 12. CRACK IN EXTERIOR WALL (PAINT IS CHIPPING) PRESCHOOL: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FORMICA IS</p>

School Facility Conditions and Planned Improvements

			CHIPPED ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		25: 4. CEILING TILES HAVE WATER STAINS. WALL IS MARRED. CEILING TILES HAVE WATER STAINS (HALLWAY). WALL PAPER IS TORN (HALLWAY). WALL IS MARRED (HALLWAY). 7. MULTIPLE LIGHT PANELS ARE TURNING OFF/ON. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR LAMINATE IS DAMAGED. 7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING. JANITOR: 7. LIGHT DIFFUSER IS MISSING. 15. VENT ON DOOR IS RUSTED. PLAYGROUNDS: 14. TILES AND TILE EDGE CAP ARE LIFTING/MISSING CREATING A TRIP HAZARD. STORAGE (NEAR 7): 7. LIGHT DIFFUSER IS MISSING. 15. DOOR IS DAMAGED.

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)	13	11	32	33	46	47
Mathematics (grades 3-8 and 11)	7	6	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	335	311	92.84	7.16	11.25
Female	175	162	92.57	7.43	11.11
Male	160	149	93.13	6.87	11.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	17.50
Filipino	--	--	--	--	--
Hispanic or Latino	282	258	91.49	8.51	10.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	203	180	88.67	11.33	3.33
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	304	93.83	6.17	11.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	4.26

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	335	332	99.10	0.90	6.33
Female	175	173	98.86	1.14	5.20
Male	160	159	99.38	0.62	7.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	40	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	282	279	98.94	1.06	6.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	203	201	99.01	0.99	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	321	99.07	0.93	6.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.34	5.88	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	102	102	100.00	0.00	5.88
Female	56	56	100.00	0.00	1.79
Male	46	46	100.00	0.00	10.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	13.33
Filipino	0	0	0	0	0
Hispanic or Latino	81	81	100.00	0.00	3.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	58	58	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

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

Parents at Peres K-8 School will have opportunities to:

- Review and receive training in the Title I School-Level Parent Involvement Policy.
- Support teaching and learning by volunteering as classroom support, study trip chaperones, etc.
- Access on-site parent education through the Coffee Club or workshops
- Receive training in parenting and student educational advocacy through Parent Workshops

Parental involvement activities include:

- Parent Grade Level Meetings
- Family Literacy Night
- Title I Parent Meetings
- Parenting Workshops
- School Site Council
- English Language Advisory Committee
- African American School Advisory Team
- Peres Dental Program
- Parent Coffee Club
- Parent University
- English Class for Parents
- STEAM Night
- Parent Volunteer Program

SCHOOL COMMUNITY WORKER: works with parents to provide information about resources available at Peres K-8 School and resources available in the community. Guest speakers from the Contra Costa County Health Services and the City of Richmond will provide a series of skilled training sessions to meet the needs of all of our stakeholders. The school community worker and the Parent liaison are both responsible in assisting parents to navigate the community systems to ensure that they adequately aware of available resources.

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 providing individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents/community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Monthly ELAC meetings are held to provide parents of English language learners with information to support their children's education.

AFRICAN AMERICAN SCHOOL ADVISORY TEAM (AASAT): Monthly AASAT meetings are held to provide parents of African American students with information to support their children's education.

PARENT COFFEE CLUB: takes place once a month with the goal of bringing parents to discuss topics of mutual interest that will help support their children's academic and behavioral needs. A significant focus of ours is to assist all parents in reinforcing grade-level standards at home. Our community workers assist with planning special events, training, and grade-level data meetings.

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

* All these opportunities are still available for parents if we return to the school site. Currently parent team meetings have been converted to virtual meetings while we are in distance learning.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	571	203	35.6
Female	314	300	106	35.3
Male	286	271	97	35.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	80	76	40	52.6
Filipino	--	--	--	--
Hispanic or Latino	495	473	150	31.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	398	386	127	32.9
Foster Youth	--	--	--	--
Homeless	14	14	9	64.3
Socioeconomically Disadvantaged	571	550	200	36.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	95	44	46.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.61	8.11	6.67	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	6.67	0.00
Female	6.05	0.00
Male	7.34	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	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.03	0.00
Foster Youth	0.00	0.00
Homeless	21.43	0.00
Socioeconomically Disadvantaged	7.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.15	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	17	8	2	
1	22		6	
2	24		4	
3	23		6	
4	25		6	
5	31		4	
6	22	6	14	
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	6	
1	20	4	2	
2	26	4		2
3	23		4	
4	30		4	
5	29		4	
6	36		12	4
Other	15	4		

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	20	2	1	
1	22		2	
2	28		2	1
3	18	3		
4	25		2	
5	32		2	
6	27	5	11	2
Other	9	2		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	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	8886.43	3050.07	5836.35	92952.33
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	2.3	9.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-59.4	-1.8

Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS
 ALLIED PLASTIC SUPPLY LLC
 AMAZON
 AMERICAN STAGE TOURS
 AVALON TRANSPORTATION LLC
 BLICK ART MATERIALS LLC
 CALIFORNIA TEACHER ASSOCIATION (CTA)
 CATHY BAKER
 CDW GOVERNMENT
 CHRISTINA BREAKFIELD
 CHRISTOPHER W SCHLESINGER
 CHRISTY CHEN

Fiscal Year 2023-24 Types of Services Funded

COLETTE WEST
CONTRA COSTA HEALTH SERVICES
CREATIVE CHANGE COLLABORATIVE
D HARRIS TOURS INC
DELTA CHARTER SERVICE
DONNY DAVIS
EAST BAY CENTER FOR PERFORMING ARTS
EL EDUCATION, INC.
EMERGENCYKITS.COM
FIRST STUDENT INC
FOLLETT CONTENT SOLUTIONS LLC
FRANKLIN COVEY CLIENT SALES, INC
GOPHER SPORT
GROWING TOGETHER - BAY AREA INC
HELP EVERYONE REACH INC (HERO INC.)
HOPE MARISCAL
HP INC
KBA DOCUMENT SOLUTIONS, LLC
KIDDOM, INC
LAKESHORE LEARNING MATERIALS
LATASHA PIPKIN
LEXIA LEARNING SYSTEMS LLC
LOVE LEARN SUCCESS
LUZ M. HERNANDEZ
MASCOT JUNCTION, INC
MICHAELS TRANSPORTATION
MINDFUL LIFE PROJECT
OAKLAND ZOO
PANERA BREAD COMPANY
PATRICIA GERITZ
POSITIVE PROMOTIONS
ROSA RIVERA
SOUTHWEST SCHOOL & OFFICE SUPPLY
SPRINGBOARD COLLABORATIVE
THE K-12 OER COLLABORATIVE
ULINE INC
US BANK
WEST CONTRA COSTA PUBLIC EDUCATION
WILDCARE
YMCA OF THE EAST BAY
ZEARN INC

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
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

Collaboration is defined as:

Analyzing Student Work, such as:

Exit tickets

Student workbook pages

Writing samples

Analyzing assessments, such as:

EL Module assessments

Zearn Mid and End of Mission Assessments

Demos Quizzes or End of Unit Assessments

Amplify Assessments

TWIG Assessments

Benchmark (ELD) Assessments

SIPPS Assessments

Internalizing lessons

Completing the student work for the lesson

Preparing supports for EL students

Creating questions for student discourse

Planning for opportunities for student discourse

Unpacking upcoming units

Reading the Mission/Unit/Module Overview

Creating assessment exemplars

Creating exit ticket exemplars

Planning for reteaching

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	14	20	53