

Ohlone Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Ohlone Elementary School
Street	201 Turquoise Drive
City, State, Zip	Hercules, CA, 94547-1699
Phone Number	(510) 231-1443
Principal	Delisia Davis
Email Address	delisia.davis@wccusd.net
School Website	www.wccusd.net/ohlone
Grade Span	K-5
County-District-School (CDS) Code	07617966099717

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 Ohlone Elementary School, we work hard to achieve excellence in academics, character, and community. We believe that all children benefit from student-centered, standards-based instruction. Our staff is committed to providing a balanced academic program with instruction that is thoughtful and engaging. We collaborate with parents and the community to create high standards for character and achievement. Ultimately, we aim to help all students realize their full potential in a safe and nurturing environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	84
Grade 2	75
Grade 3	76
Grade 4	77
Grade 5	71
Total Enrollment	493

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	20.7
Black or African American	12.6
Filipino	20.5
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	14.4
White	6.1
English Learners	10.1
Socioeconomically Disadvantaged	35.7
Students with Disabilities	12.2

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)	21.00	98.45	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.55	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	21.30	100.00	1403.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	82.23	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	11.84	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	1.50	5.92	91.20	5.99	15831.90	5.67
Total Teaching Positions	25.30	100.00	1522.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.70	92.42	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.46	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.60	3.08	94.30	6.58	14303.80	5.15
Total Teaching Positions	22.40	100.00	1433.20	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	3.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	3.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	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)	0.00	14.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	4	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report: 8/14/2024

School Facility Conditions and Planned Improvements

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			11: 4. BACK PACK HOOK IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. ROOM ID IS COVERED. MULTI-USE CLASSROOM: 4. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. OT: 4. CEILING TILES HAVE WATER STAINS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		11: 4. BACK PACK HOOK IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. ROOM ID IS COVERED. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 15.75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. ROOM ID IS HOMEMADE PAPER SIGN. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. AUDIO: 5. UNSECURED ITEMS ARE STORED TOO HIGH. COMMUNITY PARENT ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. MULTI-USE OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE 5: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. STORAGE: 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM ID IS OBSCURED. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

<p>Electrical</p>		X	<p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>4: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING.</p> <p>7: 7. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>ADMIN: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. AEROSOL AIR FRESHENER.</p> <p>BOYS REST ROOM (NEAR 19): 7. ONE LIGHT DIFFUSER IS LOOSE. 9. TWO FAUCETS HAVE NO FLOW.</p> <p>BOYS REST ROOM (NEAR 2): 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 15. DOOR CLOER COVER IS MISSING.</p> <p>ELECTRICAL ROOM 2: 7. MULTIPLE CAN LIGHTS ARE OUT (STAIRWELL AND HALLWAY).</p> <p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>MACHINE ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). USED FOR STORAGE BLOCKING ACCESS TO SHUT OFF SWITCH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>MENS REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). 8. URINAL LEAKS AT HANDLE.</p> <p>MULTI-USE CLASSROOM: 4. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SPEECH: 7. CAN LIGHT IS OUT (HALLWAY).</p> <p>STORAGE 5: 5. LADDER IS UNSECURED. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>TEACHERS LOUNGE: 7. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>UNISEX REST ROOM (NEAR ELEVATOR): 7. HALF OF LIGHT BULBS ARE OUT. ONE CAN LIGHT IS OUT (HALLWAY). (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>2: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>5: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>9: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. BOYS REST ROOM (NEAR 13): 9. ONE FAUCET HAS NO FLOW. BOYS REST ROOM (NEAR 19): 7. ONE LIGHT DIFFUSER IS LOOSE. 9. TWO FAUCETS HAVE NO FLOW. GIRLS REST ROOM (NEAR 19): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) MENS REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). 8. URINAL LEAKS AT HANDLE. MULTI-USE CLASSROOM: 4. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. SH. CLASSROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) TEACHER WORKROOM: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>1: 10. FIRE EXTINGUISHER IS MISSING. 10: 10. FIRE EXTINGUISHER IS MISSING. 11: 4. BACK PACK HOOK IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. ROOM ID IS COVERED. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 13: 10. FIRE EXTINGUISHER IS MISSING. 15.75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. ROOM ID IS HOMEMADE PAPER SIGN. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 19: 10. FIRE EXTINGUISHER IS MISSING. 2: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>20: 10. FIRE EXTINGUISHER IS MISSING. 3: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 4: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. FIRE EXTINGUISHER IS MISSING. 5: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 6: 10. FIRE EXTINGUISHER IS MISSING. 7: 7. FLOOR OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 9: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. ADMIN: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. AEROSOL AIR FRESHENER. MACHINE ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY). USED FOR STORAGE BLOCKING ACCESS TO SHUT OFF SWITCH. 10. FIRE EXTINGUISHER IS MISSING. MDF: 10. FIRE EXTINGUISHER IS MISSING. MULTI-USE CLASSROOM: 4. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. PRINCIPAL: 10. PLUG IN CANDLE WARMER. PSYCH: 10. NO ROOM ID. SH. CLASSROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) STORAGE: 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM ID IS OBSCURED. TEACHERS LOUNGE: 7. MULTIPLE CAN LIGHTS ARE OUT (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		<p>BOYS REST ROOM (NEAR 2): 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 15. DOOR CLOSER COVER IS MISSING. MULTI-USE CLASSROOM: 4. CEILING TILE HAS A HOLE. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. PLAYGROUNDS: 14. TILES AND BORDER ARE LIFTING CREATING A TRIP HAZARD. SH. CLASSROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. FIRE</p>

School Facility Conditions and Planned Improvements

EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

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)	56	63	32	33	46	47
Mathematics (grades 3-8 and 11)	52	54	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	224	211	94.20	5.80	62.56
Female	103	98	95.15	4.85	71.43
Male	121	113	93.39	6.61	54.87
American Indian or Alaska Native	0	0	0	0	0
Asian	39	37	94.87	5.13	72.97
Black or African American	25	25	100.00	0.00	32.00
Filipino	53	51	96.23	3.77	82.35
Hispanic or Latino	52	48	92.31	7.69	54.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	40	93.02	6.98	57.50

White	12	10	83.33	16.67	--
English Learners	14	12	85.71	14.29	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	85	94.44	5.56	49.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	12	63.16	36.84	41.67

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	224	211	94.20	5.80	54.03
Female	103	98	95.15	4.85	51.02
Male	121	113	93.39	6.61	56.64
American Indian or Alaska Native	0	0	0	0	0
Asian	39	37	94.87	5.13	59.46
Black or African American	25	25	100.00	0.00	20.00
Filipino	53	51	96.23	3.77	76.47
Hispanic or Latino	52	48	92.31	7.69	45.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	40	93.02	6.98	52.50
White	12	10	83.33	16.67	--
English Learners	14	12	85.71	14.29	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	90	85	94.44	5.56	43.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	12	63.16	36.84	16.67

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)	39.47	42.25	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	71	71	100.00	0.00	42.25
Female	33	33	100.00	0.00	39.39
Male	38	38	100.00	0.00	44.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	18	18	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	33.33
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	98.6	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

At Ohlone Elementary, we partner with families to support student academic achievement and personal growth. Ohlone publishes bi-monthly newsletters to promote and support academic activities at home. The "High Flyer" give support tips for success and encourage ways to build excitement about learning. Ohlone also has a Reading Incentive Program, led by our PTA. Students are rewarded monthly for meeting their reading goals and school-wide reading targets.

We encourage frequent parent communication regarding classroom learning and student progress. We value parents as partners and realize the importance of their input in educating our students. Parents serve as members of the Ohlone School Site Council, English Language Advisory Committee, African-American Parent Advisory Committee, and PTA. Parent volunteers serve as library assistants, study trip chaperones, student tutors, and classroom support parents. Volunteers also help with assemblies, school fundraisers, and yearbook planning.

Ohlone has an active PTA that supports school-wide goals and community needs. The Ohlone PTA supports students and staff by providing funding for field trips, student and family events, assemblies, and other enrichment activities. In addition to traditional school events like Back to School Night, Open House, and Parent-Teacher Conferences, Ohlone hosts sports events, student programs, and evening community gatherings, in partnership with the PTA.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	496	112	22.6
Female	230	228	50	21.9
Male	269	268	62	23.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	102	20	19.6
Black or African American	62	62	17	27.4
Filipino	101	101	20	19.8
Hispanic or Latino	126	125	41	32.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	72	11	15.3
White	30	29	2	6.9
English Learners	52	52	16	30.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	203	201	62	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	65	15	23.1

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
0.2	0.21	0.2	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.37	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	1.61	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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	20	4	2	
1	18	6		
2	20	6	2	
3	23		4	
4	24		6	
5	32		4	2
Other	16	8	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	22	7		1
1	23		6	
2	20	6		
3	22		6	
4	29		4	
5	30		4	
Other	17	4	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	29		2	1
1	22		3	
2	22		2	
3	22		3	
4	29		2	
5	30		2	
Other	18	2	3	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
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	7638.11	1626.18	6011.93	80829.96
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	5.2	-4.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-56.7	-15.7

Fiscal Year 2023-24 Types of Services Funded

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

3P LEARNING INC
 AMAZON
 BEARCOM COMMUNICATIONS INC.
 FOLLETT CONTENT SOLUTIONS LLC
 IXL LEARNING
 LUCKY
 RENAISSANCE LEARNING INC
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY

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. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided, by teacher leaders, in English Language Development, differentiated instruction, Common Core, RTI, the IPG, and educational technology. In addition, training is made available in classroom management, social-emotional learning, and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that skilled, highly qualified teachers serve all students and that teachers are supported by strong, knowledgeable instructional leaders.

At Ohlone, teachers receive professional development in the areas of Reading Language Arts, Math, Science, and other areas related to our school-wide plan for achievement. Teachers frequently collaborate with grade-level peers for data review, instructional planning, and lesson design. Professional Development opportunities, coupled with grade-level collaboration meetings, are key to the ongoing development of our staff and our program.

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	6	40	15