

Verde 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	Verde K-8 School
Street	2000 Giaramita Street
City, State, Zip	Richmond, CA 94801-1699
Phone Number	(510) 231-1408
Principal	Amar Nalic
Email Address	analic@wccusd.net
School Website	www.wccusd.net/verde
Grade Span	K-8
County-District-School (CDS) Code	07617966005011

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

Verde K-8 School is located in the unincorporated Western part of Contra Costa County, known as North Richmond. Verde serves students in grades K-8. The student population of Verde is about 350 students.

VISION:

All Verde K-8 graduates will achieve their fullest academic, social, and emotional potential and become joyful learners and transformative leaders of their community.

2024-25 School Description and Mission Statement

MISSION:

To provide a safe, racially equitable, and inclusive environment rooted in high expectations and rigorous academics that allows Verde K-8 Stars to gain confidence, develop a growth mindset, and be empowered to become problem solvers who choose their own future.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	35
Grade 2	36
Grade 3	47
Grade 4	39
Grade 5	40
Grade 6	52
Grade 7	24
Grade 8	25
Total Enrollment	344

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
Asian	0.9
Black or African American	9.3
Filipino	1.5
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.5
White	1.5
English Learners	65.4
Foster Youth	0.3
Homeless	1.5
Socioeconomically Disadvantaged	85.5
Students with Disabilities	16.6

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)	13.10	92.04	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	7.96	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	14.30	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)	15.40	88.51	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.75	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	1.00	5.75	91.20	5.99	15831.90	5.67
Total Teaching Positions	17.40	100.00	1522.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.40	87.86	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	3.03	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	6.07	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.50	3.03	94.30	6.58	14303.80	5.15
Total Teaching Positions	16.40	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	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	1
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	1.10	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	5.2	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)	0.00	4.7	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, grades 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

8/16/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: A-21/ STUDENT IMPROVEMENT: 2. HVAC DOOR DOES NOT SEVURED (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. B-08 : 2. DRIPPING SOUND INSIDE CABINET.4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. WALL COVER PLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. C-27/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING 4. SANITARY NAPKIN CAN IS MISSING. 5. FLOORING IS DIRTY. 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.(MENSTRUAL NOTICE NOT POSTED) C-30/ BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. PAPER TOWEL DISPENSER IS BROKEN. 5. FLOORING IS DIRTY.
Interior: Interior Surfaces			X	ADMIN: 4. CEILING TILES HAVE WATER STAINS. 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. LIGHT DIFFUSER IS LOOSE. 13. VEGETATION IS GROWING IN GUTTER AT ENTRY. B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. B-07 : 4. EXTERIOR WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B-08 : 2. DRIPPING SOUND INSIDE CABINET.4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. WALL COVER PLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. B-22/ GIRLS REST ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 5. FLOORING IS DIRTY. REST ROOM IS UNKEPT. (MENSTRUAL NOTICE NOT POSTED) C-27/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING 4. SANITARY NAPKIN CAN IS MISSING. 5. FLOORING IS DIRTY. 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.(MENSTRUAL NOTICE NOT POSTED) H-03 NUTRITION CENTER: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>H-04: 4. CEILING TILES GAVE WATER STAINS. 7. OUTLET COVER PLATE IS BROKEN. H-07 STAFF RESTROOM: 4. FLOORING IS WORN UNDER TOILET. H-08 OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. L-08/ CONFERENCE: 4. CARPET IS STAINED. L-12 STORAGE: 4. ACCESS PANEL IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. L-16 EORK ROOM: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. L-18/ LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 7. OUTLET COVER IS BROKEN. CAN LIGHT IS OUT AT ENTRY. M-02 : 4. WALL IS MARRED (HALLWAY). FLOOR TILES ARE BROKEN. M-06 MENS RESTROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) M-07 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. GRAFFITI ON WALL. 5. COVES ARE DIRTY. M-08 STORAGE: 4. WALL IS MARRED AND RUBBER MOLDING IS TORN (HALLWAY). MPR: 4. HOLE IN WALL. 10. WHEELCHAIR LIFT IS NON-OPERATIONAL. 15. DOOR IS DAMAGED. P-1: 4. FLOOR TILES ARE CRACKED, BROKEN, AND LIFTING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) P-2 : 4. FLOORING IS SEPERATING IN RR. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR HANDLE AND PUSH BAR ARE LOOSE. END CAP IS MISSING ON PUSH BAR.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A-00: 5. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. A-02 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. A-03 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED) A-04: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT (HALLWAY). A-21/ STUDENT IMPROVEMENT: 2. HVAC DOOR DOES NOT SEVURED (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. ADMIN: 4. CEILING TILES HAVE WATER STAINS. 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. LIGHT DIFFUSER IS LOOSE. 13. VEGETATION IS GROWING IN GUTTER AT ENTRY.</p>

School Facility Conditions and Planned Improvements

			<p>B-06: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. B-07 : 4. EXTERIOR WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B-22/ GIRLS REST ROOM: 4. ONE STALL DOOR IS UNABLE TO BE SECURED. 5. FLOORING IS DIRTY. REST ROOM IS UNKEPT. (MENSTRUAL NOTICE NOT POSTED) B-25/ BOYS REST ROOM: 5. FLOORING IS DIRTY. REST ROOM IS UNKEPT. GRAFITTI ON STALL PARTITION. 8. TOILET IS LOOSE AT BASE. 15. DOOR FRAME IS RUSTED/DETERIORATING AT BASE. C-27/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING 4. SANITARY NAPKIN CAN IS MISSING. 5. FLOORING IS DIRTY. 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.(MENSTRUAL NOTICE NOT POSTED) C-30/ BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. PAPER TOWEL DISPENSER IS BROKEN. 5. FLOORING IS DIRTY. D-18 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. H-03 NUTRITION CENTER: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. L-12 STORAGE: 4. ACCESS PANEL IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. L-15 COMPUTER LAB: 5. FLOOR IS DIRTY. UNSECURED ITEMS ARE STORED TOO HIGH. L-16 EORK ROOM: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. M-06 MENS RESTROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) M-07 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. GRAFFITI ON WALL. 5. COVES ARE DIRTY. STAGE : 5. UNSECURED ITEMS ARE STORED TOO HIGH (STORAGE)</p>
<p>Electrical</p>		<p>X</p>	<p>A-00: 5. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. A-01: 7. MULTIPLE LIGHT PANELS ARE OUT. A-04: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT (HALLWAY). ADMIN: 4. CEILING TILES HAVE WATER STAINS. 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. LIGHT DIFFUSER IS LOOSE. 13. VEGETATION IS GROWING IN GUTTER AT ENTRY. B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>B-08 : 2. DRIPPING SOUND INSIDE CABINET.4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. WALL COVER PLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C-12: 7. ETHERNET FACE PLATE IS MUSSING. 15. DOOR HANDLE IS LOOSE.</p> <p>C-13: 7. OUTLET COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR DOOR.</p> <p>H-04: 4. CEILING TILES GAVE WATER STAINS. 7. OUTLET COVER PLATE IS BROKEN.</p> <p>H-08 OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p> <p>L-11/ NURSE: 7. OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. PLUG IN AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>L-12 STORAGE: 4. ACCESS PANEL IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>L-18/ LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 7. OUTLET COVER IS BROKEN. CAN LIGHT IS OUT AT ENTRY.</p> <p>M-06 MENS RESTROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>B-10: 8. ONE TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN STAFF RR (B-38). (MENSTRUAL NOTICE NOT POSTED IN STAFF RR (B-38)</p> <p>B-25/ BOYS REST ROOM: 5. FLOORING IS DIRTY. REST ROOM IS UNKEPT. GRAFITTI ON STALL PARTITION. 8. TOILET IS LOOSE AT BASE. 15. DOOR FRAME IS RUSTED/DETERIORATING AT BASE.</p> <p>C-11: 7. TWO OUTLET COVERS ARE MISSING. ELECTRICAL COVER IS BROKEN EXPOSING LIVE WIRES. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>C-27/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING 4. SANITARY NAPKIN CAN IS MISSING. 5. FLOORING IS DIRTY. 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.(MENSTRUAL NOTICE NOT POSTED)</p> <p>L-11/ NURSE: 7. OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. PLUG IN AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>M-06 MENS RESTROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. ALL SINGLE USER REST ROOMS MUST BE LABELED ALL GENDER (PER AB-1732). MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR C-11): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM/ B-36: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM (NEAR L-19): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B-06: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>B-08 : 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. WALL COVER PLATE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C-13: 7. OUTLET COVER PLATE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR DOOR.</p> <p>D-18 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>L-11/ NURSE: 7. OUTLET COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. PLUG IN AIR FRESHENER IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>MPR: 4. HOLE IN WALL. 10. WHEELCHAIR LIFT IS NON-OPERATIONAL. 15. DOOR IS DAMAGED.</p> <p>P-1: 4. FLOOR TILES ARE CRACKED, BROKEN, AND LIFTING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>P-2 : 4. FLOORING IS SEPERATING IN RR. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR HANDLE AND PUSH BAR ARE LOOSE. END CAP IS MISSING ON PUSH BAR.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>ADMIN: 4. CEILING TILES HAVE WATER STAINS. 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. LIGHT DIFFUSER IS LOOSE. 13. VEGETATION IS GROWING IN GUTTER AT ENTRY.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>B-25/ BOYS REST ROOM: 5. FLOORING IS DIRTY. REST ROOM IS UNKEPT. GRAFITTI ON STALL PARTITION. 8. TOILET IS LOOSE AT BASE. 15. DOOR FRAME IS RUSTED/DETERIORATING AT BASE.</p> <p>C-12: 7. ETHERNET FACE PLATE IS MUSSING. 15. DOOR HANDLE IS LOOSE.</p> <p>C-27/ GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING 4. SANITARY NAPKIN CAN IS MISSING. 5. FLOORING IS DIRTY. 8. TOILET SEAT</p>

School Facility Conditions and Planned Improvements

			<p>IS LOOSE. 15. DOOR CLOSER COVER IS MISSING.(MENSTRUAL NOTICE NOT POSTED) D-16: 15. DOOR CLOSER COVER IS MISSING. MPR: 4. HOLE IN WALL. 10. WHEELCHAIR LIFT IS NON-OPERATIONAL. 15. DOOR IS DAMAGED. P-1: 4. FLOOR TILES ARE CRACKED, BROKEN, AND LIFTING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) P-2 : 4. FLOORING IS SEPERATING IN RR. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR DOOR. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR HANDLE AND PUSH BAR ARE LOOSE. END CAP IS MISSING ON PUSH BAR. PLAYGROUNDS: 14. TILES ARE LIFTING AND HAVE HOLES CREATING TRIP HAZARDS.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	14	9	32	33	46	47
Mathematics (grades 3-8 and 11)	13	8	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	243	212	87.24	12.76	9.48
Female	123	105	85.37	14.63	10.58
Male	120	107	89.17	10.83	8.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	18	16	88.89	11.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	214	185	86.45	13.55	7.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	155	127	81.94	18.06	3.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	191	88.02	11.98	9.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	0.00

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	243	233	95.88	4.12	8.19
Female	123	117	95.12	4.88	6.03
Male	120	116	96.67	3.33	10.34
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	18	15	83.33	16.67	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	214	207	96.73	3.27	8.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	155	149	96.13	3.87	4.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	217	207	95.39	4.61	8.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	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)	2.94	6.06	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	69	66	95.65	4.35	6.06
Female	39	37	94.87	5.13	0.00
Male	30	29	96.67	3.33	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	62	96.88	3.12	6.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	41	40	97.56	2.44	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	6.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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	97.6	97.6	97.6	97.6	97.6
Grade 7	96.9	96.6	93.1	96.6	96.6

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

There are many opportunities for parental involvement at Verde K-8 School.

The SSC (School Site Council), ELAC (English Learner Advisory Committee), Parent University, AAPAC (African American Parent Advisory Council), Parent Leadership Cohorts, Parent Teacher Association work in conjunction with the site staff to assist all students with achieving academic and social excellence. Parents are encouraged to join these committees, volunteer on campus in classrooms, and support any other areas of need at the site.

Families can look for current communications via our school facebook page and download the Parent Square App.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	387	363	131	36.1
Female	191	177	72	40.7
Male	196	186	59	31.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	37	32	21	65.6
Filipino	--	--	--	--
Hispanic or Latino	329	311	105	33.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	259	247	72	29.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	343	321	113	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	62	22	35.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.41	6.2	8.79	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	8.79	0.00
Female	4.71	0.00
Male	12.76	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	13.51	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.81	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	8.49	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.97	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	18	4		
1	24		4	
2	22		4	
3	22		4	
4	26		4	
5	20	4		
6	27		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	18	4		
1	16	4		
2	22		4	
3	22		4	
4	33			
5	23		4	
6	29		2	

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	1	1	
1	24		1	
2	24		1	
3	24		2	
4	27		1	
5	29		1	
6	26		2	
Other	23		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	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	8641.79	2651.73	5990.06	76063.07
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	4.9	-10.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-57.0	-21.7

Fiscal Year 2023-24 Types of Services Funded

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

AMAR NALIC
 AMAZON
 BAY AREA COMMUNITY RESOURCES
 BAY AREA DISCOVERY MUSEUM
 BAY AREA SCORES
 BELLWETHER MEDIA, INC
 D HARRIS TOURS INC
 EDMENTUM, INC
 FIRST STUDENT INC
 HAPPY NUMBERS INC
 KASSIRER ENTERTAINMENT COMPANY
 LERNER UNIVERSAL CORPORATION

Fiscal Year 2023-24 Types of Services Funded

LOVE LEARN SUCCESS
 LUCKY
 MICHAELS TRANSPORTATION
 NAVIGATE360, LLC
 PARKS EXPRESS
 REGENTS OF THE UNIVERSITY OF CALIFO
 RENAISSANCE LEARNING INC
 SCHOOL SPECIALTY LLC
 SENECA CENTER
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPRINGBOARD COLLABORATIVE
 URBAN TILTH
 US BANK
 USS HORNET MUSEUM
 WEST CONTRA COSTA PUBLIC EDUCATION
 YOUTH IN ARTS 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

We are excited to use two high quality and high rigor curriculums at Verde School. We partner with Instruction Partners for our professional learning on the Eureka Math Curriculum and the EL Literacy Curriculum. Further, we partner with Seneca Family of Agencies for professional development on school culture and climate.

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	45	30	30