

Grant Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Grant Elementary School
Street	2400 Downer Ave.
City, State, Zip	Richmond, CA, 94804-1458
Phone Number	510-231-1422
Principal	Farnaz Heydari
Email Address	fheydari@wccusd.net
School Website	https://grant.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004774

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Grant Elementary School was built in 1956 and is located in the city of Richmond along the 23rd St. corridor. The school is located on Downer Avenue between 24th and 25th Streets. Grant is a Title I school with 100% free and reduced lunch. Our student population is largely Latino, with 60% English Language Learners. Grant Elementary School was built in 1956 and is located in the city of Richmond along the 23rd St. corridor. The school is located on Downer Avenue between 24th and 25th Streets. Grant is a Title I school with 100% free and reduced lunch. Our student population is largely Latino. Grant has had several facility improvements this past year. Grant Elementary has 570 students from Transitional Kindergarten through 6th grade.

2025-26 School Description and Mission Statement

Staff and parents at Grant Elementary work together to create and provide a safe environment that is conducive to learning and developing academic and social skills. Together, we strive for our students to become lifelong learners and productive citizens. We feel strongly that it is important to address all of the needs of the child. We share a belief that our children deserve to be prepared so that they are ready and able to pursue any career or life path they choose when they grow up. Our teachers participate in many professional development opportunities in order to provide the best learning opportunities for all learners. We are robustly implementing the Common Core State Standards in our TK through 6th-grade program. We also offer many opportunities for parents to provide input and receive information. There are monthly SSC, ELAC, and APPAC meetings, Informational Coffees, parent workshops, parent-teacher conferences, assemblies, and messages on ClassDojo, ParentSquare, and social media to keep parents informed and involved. Our School Community Worker helps to support our families with any educationally related concerns and connects families to community resources to address other concerns they may need assistance with.

At Grant, we offer both academic and behavioral support to all students. The Grant community also respects and celebrates the diverse backgrounds of its parents and students. Our Learning Center provides pull-out support for students who need more specialized instruction, and we also offer push-in support to classrooms where our data shows the need. We offer differentiated instruction in all subject areas to provide support for individual learning styles while maintaining high, attainable expectations for students. Intervention programs have also been added to target learning gaps for our struggling students. Study trips are arranged by teachers to enhance student learning and give them real-world applications. In addition, we have a large after-school program which supports the core subjects and provides a variety of extracurricular activities to enrich the lives of our students.

We have had many initiatives for behavioral support. Ten years ago, the Multi-tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) were implemented. MTSS is to support a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, allows us to think in a new way about both disability identification and early intervention.

PBIS is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. PBIS is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to the development and improvement of behavior.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach has critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school. We have received a PBIS distinction at many levels, the two being at the Gold Level, as well as accommodations for our outstanding contribution of support and care during the unprecedented COVID-19 pandemic and resulting disruptions to school.

We are continuing to support our parents through providing them with the know-how to use these same tools in guiding their students while at home. We will continue with our school-wide use of Mindfulness- a specific and intentional practice of paying attention to the present moment without judgment. Through focused and specific awareness, mindfulness builds skills to navigate all thoughts, emotions, physical sensations, and experiences by coming back to the here and now! Our Social Emotional Support of students includes mindfulness instruction that is taught on its own and also woven into our use of Second Step.

Two years ago, we became a Full Service Community School, and with the assistance of Seneca Family of Agencies, we continue to provide all our students with an Unconditional Education lens-academically, socially, and emotionally. We will continue to support and coordinate services for identifying, referring, and tracking the progress of students requiring support. All stakeholder groups want us to use site funds to continue adequate support of our students. Grant Elementary has 570 students from Transitional Kindergarten through 6th grade.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	65
Grade 2	76
Grade 3	93
Grade 4	83
Grade 5	83
Grade 6	62
Total Enrollment	551

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
Asian	3.8
Black or African American	4.2
Filipino	0.5
Hispanic or Latino	85.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.6
White	4.2
English Learners	63
Foster Youth	0.5
Homeless	1.6
Socioeconomically Disadvantaged	78.9
Students with Disabilities	17.4

A. Conditions of Learning

State Priority: Basic

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

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

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)	19.3	68.21	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	2	7.06	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.3	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	5.5	19.43	91.2	5.99	15831.9	5.67
Total Teaching Positions	28.3	100	1522.8	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	61.91	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	1.5	4.97	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	13.25	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	6	19.87	94.3	6.58	14303.8	5.15
Total Teaching Positions	30.1	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.1	69.45	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	2	7.64	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.64	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.82	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	3	11.45	67.7	4.84	13705.8	4.91
Total Teaching Positions	26.1	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2.5	2
Misassignments	1.50	1.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	4	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.6	5.1	10.3
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	0	9.6

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/23/2025

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: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 12: 4. FLOOR TILES ARE BROKEN. 13: 4. CEILING TILE T-BAR IS MISSING. 14: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 15: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 16: 4. CEILING TILE HAS A HOLE. DRAWER HANDLE IS MISSING. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 17: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 18: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. THREE LIGHT FIXTURES ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. (WILLIAMS NOTICE NOT POSTED) 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 20: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 23: 4. CEILING TILE HAS A HOLE. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN. 7. EXCESSIVE WIRES NOT IN CONDUIT. 24: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 25: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON HANDRAIL. 26: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 27: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TRIM IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON HANDRAIL. 15. DOOR IS RUSTED AT BASE. 28: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON HAND RAILS

School Facility Conditions and Planned Improvements

				AND DOOR. 12. DRY ROT ON SIDING. 14. SKID PAINT IS PEELING ON RAMP. 29: 4. WALLPAPER IS TORN. SECTION OF RUBBER MOULDING IS LOOSE. 7. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON DOOR. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR CLOSER COVER IS MISSING. 3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING. 31: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED AND HAS A HOLE. 32: 4. CEILING TILE IS LOOSE. CEILING TILES ARE THE WRONG SIZE IN RR. 7. ELECTRICAL COVER IS BROKEN. CONDUIT IS LOOSE FROM WALL. MULTIPLE LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK CAP IS MISSING. 14. RAMP IS RUSTED. (MENSTRUAL NOTICE NOT POSTED) 33: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. LINOLEUM FLOORING IS CRACKED IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON HANDRAIL. (MENSTRUAL NOTICE NOT POSTED) 34: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 35: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 37: 4. CEILING TILES ARE TORN. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED. 38: 4. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 39: 4. CEILING TILE IS MISSING. FLOOR TILES ARE MISSING. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 14. RAMP IS RUSTED. 4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 15. DOOR CLOSER IS BROKEN. 8: 4. RUBBER MOULDING IS MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING.
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School Facility Conditions and Planned Improvements

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Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		26: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 27: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TRIM IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON HANDRAIL. 15. DOOR IS RUSTED AT BASE. 28: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON HAND RAILS AND DOOR. 12. DRY ROT ON SIDING. 14. SKID PAINT IS PEELING ON RAMP. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING. 31: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED AND HAS A HOLE. 34: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 35: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 38: 4. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING.

School Facility Conditions and Planned Improvements

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Electrical			X	14: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 15: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 16: 4. CEILING TILE HAS A HOLE. DRAWER HANDLE IS MISSING. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 17: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. THREE LIGHT FIXTURES ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. (WILLIAMS NOTICE NOT POSTED) 20: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 23: 4. CEILING TILE HAS A HOLE. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN. 7. EXCESSIVE WIRES NOT IN CONDUIT. 28: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON HAND RAILS AND DOOR. 12. DRY ROT ON SIDING. 14. SKID PAINT IS PEELING ON RAMP. 29: 4. WALLPAPER IS TORN. SECTION OF RUBBER MOULDING IS LOOSE. 7. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON DOOR. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR CLOSER COVER IS MISSING. 3: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING.

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				32: 4. CEILING TILE IS LOOSE. CEILING TILES ARE THE WRONG SIZE IN RR. 7. ELECTRICAL COVER IS BROKEN. CONDUIT IS LOOSE FROM WALL. MULTIPLE LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK CAP IS MISSING. 14. RAMP IS RUSTED. (MENSTRUAL NOTICE NOT POSTED) 34: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 36: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP SKIRTING IS LOOSE. 38: 4. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 39: 4. CEILING TILE IS MISSING. FLOOR TILES ARE MISSING. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 14. RAMP IS RUSTED. 8: 4. RUBBER MOULDING IS MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING. 9: 4. CEILING TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING (HALLWAY). BOYS RESTROOM: 7. ONE LIGHT PANEL IS OUT. COUNSELOR: 4. CEILING TILES ARE TORN. CEILING TILES ARE LOOSE. 7. OUTLET COVER IS MISSING. GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. SWITCH PLATE IS MISSING. 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP AND LOW FLOW. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). KITCHEN: 7. ELECTRICAL COVER IS MISSING. FOUR LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON DOOR FRAME. MPR: 7. ELECTRICAL COVER IS BROKEN. PRINCIPAL: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	32: 4. CEILING TILE IS LOOSE. CEILING TILES ARE THE WRONG SIZE IN RR. 7. ELECTRICAL COVER IS BROKEN. CONDUIT IS LOOSE FROM WALL. MULTIPLE LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK CAP IS MISSING. 14. RAMP IS RUSTED. (MENSTRUAL NOTICE NOT POSTED) 33: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. LINOLEUM FLOORING IS CRACKED IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON HANDRAIL. (MENSTRUAL NOTICE NOT POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

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			ALL GENDER RESTROOM: 5. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. SWITCH PLATE IS MISSING. 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP AND LOW FLOW. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). KITCHEN: 7. ELECTRICAL COVER IS MISSING. FOUR LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON DOOR FRAME. MENS RESTROOM: 9. SINK CAP IS MISSING WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. ONE TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials		X	19: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. THREE LIGHT FIXTURES ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. (WILLIAMS NOTICE NOT POSTED) 25: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON HANDRAIL. 27: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TRIM IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON HANDRAIL. 15. DOOR IS RUSTED AT BASE. 28: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON HAND RAILS AND DOOR. 12. DRY ROT ON SIDING. 14. SKID PAINT IS PEELING ON RAMP. 29: 4. WALLPAPER IS TORN. SECTION OF RUBBER MOULDING IS LOOSE. 7. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON DOOR. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR CLOSER COVER IS MISSING. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING. 31: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED AND HAS A HOLE. 33: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. LINOLEUM FLOORING IS CRACKED

School Facility Conditions and Planned Improvements

				IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON HANDRAIL. (MENSTRUAL NOTICE NOT POSTED) 36: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP SKIRTING IS LOOSE. 37: 4. CEILING TILES ARE TORN. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED. 38: 4. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 40: 11. PAINT IS PEELING ON DOORFRAME. KITCHEN: 7. ELECTRICAL COVER IS MISSING. FOUR LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON DOOR FRAME.
Structural: Structural Damage, Roofs	X			26: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 28: 4. FLOOR TILES ARE BROKEN AT ENTRY. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON HAND RAILS AND DOOR. 12. DRY ROT ON SIDING. 14. SKID PAINT IS PEELING ON RAMP. 29: 4. WALLPAPER IS TORN. SECTION OF RUBBER MOULDING IS LOOSE. 7. ETHERNET BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON DOOR. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR CLOSER COVER IS MISSING. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING. 35: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			18: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 27: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TRIM IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON HANDRAIL. 15. DOOR IS RUSTED AT BASE. 29: 4. WALLPAPER IS TORN. SECTION OF RUBBER MOULDING IS LOOSE. 7. ETHERNET

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				BOX IS LOOSE FROM WALL. 11. PAINT IS PEELING ON DOOR. 12. DRY ROT ON RAMP. 14. SKID PAINT IS PEELING ON RAMP. 15. DOOR CLOSER COVER IS MISSING. 30: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING. 10. NO ROOM ID. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SKIRTING. 15. DOOR CLOSER COVER IS MISSING. 31: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED AND HAS A HOLE. 32: 4. CEILING TILE IS LOOSE. CEILING TILES ARE THE WRONG SIZE IN RR. 7. ELECTRICAL COVER IS BROKEN. CONDUIT IS LOOSE FROM WALL. MULTIPLE LIGHTBULBS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. SINK CAP IS MISSING. 14. RAMP IS RUSTED. (MENSTRUAL NOTICE NOT POSTED) 36: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP SKIRTING IS LOOSE. 37: 4. CEILING TILES ARE TORN. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 14. RAMP IS RUSTED. 39: 4. CEILING TILE IS MISSING. FLOOR TILES ARE MISSING. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 14. RAMP IS RUSTED. 4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. 7: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 15. DOOR CLOSER IS BROKEN. GIRLS RESTROOM: 4. FLOOR TILES ARE BROKEN (HALLWAY). 7. SWITCH PLATE IS MISSING. 8. ONE TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP AND LOW FLOW. 15. DOOR CLOSER COVER IS MISSING (HALLWAY). STAFF LOUNGE: 4. SECTION OF RUBBER MOULDING IS MISSING. 15. DOOR CLOSER COVER IS MISSING.
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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	7	7	33	34	47	48
Mathematics (grades 3-8 and 11)	6	5	23	26	35	37

2024-25 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	328	289	88.11	11.89	6.62
Female	156	139	89.10	10.90	7.19
Male	172	150	87.21	12.79	6.08
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	7.69
Black or African American	16	14	87.50	12.50	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	280	245	87.50	12.50	5.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	23.08
English Learners	210	184	87.62	12.38	1.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	277	248	89.53	10.47	6.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	45	77.59	22.41	0.00

2024-25 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	328	289	88.11	11.89	5.19
Female	156	138	88.46	11.54	4.35
Male	172	151	87.79	12.21	5.96
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	7.69
Black or African American	16	14	87.50	12.50	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	280	245	87.50	12.50	4.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	23.08
English Learners	210	187	89.05	10.95	1.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	277	245	88.45	11.55	5.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	45	77.59	22.41	4.44

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.14	5.19	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	78	95.12	4.88	5.19
Female	37	35	94.59	5.41	5.71
Male	45	43	95.56	4.44	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	70	66	94.29	5.71	6.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	50	94.34	5.66	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	64	95.52	4.48	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	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.

2024-25 California Physical Fitness Test Participation Rates					
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	86.7	62.7	90.4	89.2	86.7

C. Engagement	State Priority: Parental Involvement The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.
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2025-26 Opportunities for Parental Involvement Parents are encouraged to participate in the SSC, ELAC, AASAT, and SPED as committees assisting in developing the shared vision and mission of the school. Parental input and participation are highly valued and appreciated by the school staff. Parents are also encouraged to get a district volunteer badge and help in the classrooms, on study trips, and during lunches. In addition, Parents are invited to attend our Informational Coffees, which give parents an opportunity to speak in a casual setting with various experts on a variety of topics. During these meetings, guest presenters provide support on topics of concern. In partnership with local organizations, we provide parents with opportunities to learn ways in which they can support their children at home with their learning. Family Nights are part of the school's tradition to provide parents with tools in supporting their children and becoming involved in their children's education. Other family fun events are planned throughout the year, and parents are encouraged to participate actively. For the convenience of our Spanish-speaking parents, our meetings are bilingual. In addition to the above, we will use our network of Community Partners to provide opportunities for our parents to gain useful information, such as awareness of age-appropriate disciplinary techniques, to identify important health issues in their community, and enhance their own abilities to address these health issues with concrete solutions based on the strengths of the community. For more information, please contact our office at (510) 231-1422. Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526
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2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	584	257	44.0
Female	275	264	112	42.4
Male	333	320	145	45.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	3	12.5
Black or African American	25	23	11	47.8
Filipino	--	--	--	--
Hispanic or Latino	516	498	227	45.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	--	--	--
White	24	24	8	33.3
English Learners	413	398	169	42.5
Foster Youth	--	--	--	--
Homeless	14	13	12	92.3
Socioeconomically Disadvantaged	520	508	226	44.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	108	54	50.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.25	3.55	1.97	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0.00
Female	0.36	0.00
Male	3.30	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	8.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	4.17	0.00
English Learners	1.69	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	2.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	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.

2025-26 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.

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 2025. 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.

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	17	10	0	0
1	24	2	6	0
2	19	6	2	0
3	19	6	2	0
4	29	0	4	0
5	26	0	4	0
6	25	0	4	0
Other	18	6	4	0

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	0
1	23	0	3	0
2	21	2	2	0
3	18	4	0	0
4	26	0	3	0
5	28	0	2	0
6	27	0	2	0
Other	16	3	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	1	1	
2	22		3	
3	21		4	
4	25		3	
5	26		3	
6	29		2	
Other	16	3	1	

2024-25 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

2024-25 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	1.5
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9568.43	2935.44	6632.99	96025.69
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	4.7	12.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-47.6	1.5

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMPLIFY EDUCATION INC
 B & H PHOTO VIDEO INC
 BAY AREA RAPID TRANSIT
 CURRICULUM ASSOCIATES INC
 EAST BAY CENTER FOR PERFORMING ARTS
 FOLLETT CONTENT SOLUTIONS LLC
 HELP EVERYONE REACH INC (HERO INC.)
 KBA DOCUMENT SOLUTIONS, LLC

Fiscal Year 2024-25 Types of Services Funded

LOVE LEARN SUCCESS
LUCKY
MINDFUL LIFE PROJECT
NV CONSTRUCTION LLC
SCHOOL YARD RAP LLC
SENECA CENTER
SWEETWATER SOUND INC
TNT SCHOOL SUPPLIES
US BANK
VISTA ENVIRONMENTAL INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

An Unconditional Education approach will continue to be our school-wide focus at Grant. Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social-emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of all students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. Our teachers are provided professional development opportunities that provide them with tools that allow them to serve the whole child. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Supports engage teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Our school leadership has sought out training to improve our ability to provide strong instructional leadership and guide teaching and learning at our school site. We provide support to our 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 Standards-Based Curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction-remediation/acceleration, and educational technology.

In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional

Professional Development

leaders. Specifically, monthly professional development is planned and presented to the Grant Staff based on needs identified by teachers. Grade levels meet weekly and meet regularly with district coaches, principal, and vice principal to review data and plan instruction. Teachers are encouraged to attend conferences, workshops, and training outside of the school day. They may also visit other schools or classrooms within Grant.

In order to best support our students' social-emotional Development, our staff has been receiving Professional Development around Trauma from our Seneca Partnership. Our staff has worked closely with Seneca to complete a School Climate Assessment to improve our culture and climate. Teachers will continue to be supported in receiving training and maintaining a positive classroom environment by implementing behavioral interventions that support students. Through a trauma-informed lens, continuous support of stakeholders, professional development, and uniform practices, we will prepare our school community to take the proper approach in the education and development of our students. In addition, we will tap into all professional development opportunities provided by the Anti-Defamation League, including Anti-Bias, Anti-Bullying, and Ally Training. Furthermore, our staff will be working with the Office of African American Student Achievement (OAASA) in continuing our dialogue around Race and Equity, which are at the core of our work. Our School was recognized as a Gold and Silver Level School by the California PBIS state Recognition System, as well as the recipient of the Community Service Award.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	33	15