

Verde K-8 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	Verde K-8 School
Street	2000 Giaramita Street
City, State, Zip	Richmond, CA 94801-1699
Phone Number	(510) 231-1408
Principal	Dr. DiShawn Givens
Email Address	dishawn.givens@wccusd.net
School Website	http://verde.wccusd.net/
Grade Span	K-8
County-District-School (CDS) Code	07617966005011

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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.

MISSION:

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	33
Grade 2	38
Grade 3	34
Grade 4	42
Grade 5	34
Grade 6	46
Grade 7	42
Grade 8	25
Total Enrollment	341

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	1.8
Black or African American	5.6
Filipino	1.5
Hispanic or Latino	88
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.6
White	1.8
English Learners	61.9
Homeless	0.3
Socioeconomically Disadvantaged	79.8
Students with Disabilities	16.1

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)	15.4	88.51	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.75	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	1	5.75	91.2	5.99	15831.9	5.67
Total Teaching Positions	17.4	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)	14.4	87.86	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	3.03	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.07	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.5	3.03	94.3	6.58	14303.8	5.15
Total Teaching Positions	16.4	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)	13.4	81.79	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1	6.07	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.07	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	6.07	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	16.4	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	0	1
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	1

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	1	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	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)	5.2	0	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)	4.7	0	0

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

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, 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	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5 c2025 - adopted 2025 Amplify, Desmos Math, grades 6-8, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grades 6-8, 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, grades 6-8, 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.

Year and month of the most recent FIT report

7/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. B-08 : 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED.
Interior: Interior Surfaces		X		A-03 : 4. CRACK ON INTERIOR WALL (THROUGHOUT HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED) B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. B-07 : 4. SECTION OF RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. B-08 : 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. H-04 CONFERENCE: 4. CEILING TILES HAVE WATER STAINS (BLACK GROWTH IS PRESENT). H-07 STAFF RESTROOM: 4. FLOORING IS WORN/TORN UNDER TOILET. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) KITCHEN: 5. FLOORING IS DIRTY/STAINED.10. NO ROOM ID. 11. PAINT IS PEELING ON CEILING. L-11/ NURSE: 4. FLOOR TILE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) L-16 EORK ROOM: 4. CEILING TILES HAVE HOLES. FORMICA TRIM IS MISSING ON COUNTERTOP. L-18/ LIBRARY: 4. WALLPAPER IS TORN. 5. CARPET IS STAINED. 7. ETHERNET COVER IS MISSING. M-02 : 4. WALL IS MARRED (HALLWAY). FLOOR TILES ARE BROKEN. M-07 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. WALL IS DAMAGED (HALLWAY). 5.

School Facility Conditions and Planned Improvements

			COVES ARE DIRTY. (MENSTRUAL NOTICE NOT ADEQUATE) M-08 STORAGE: 4. WALL IS MARRED AND RUBBER MOLDING IS TORN (HALLWAY). MPR: 4. FLOOR TILES ARE BROKEN AT ENTRANCE. PLASTER IS CHIPPING ON WALL EXPOSING METAL (NEAR LIFT). 7. MOTION SENSOR IS LOOSE. 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. 14. DRYROT ON RAMP. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) P-2 : 4. FLOORING IS SEPERATING IN RR. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE IN RR. 5. URINE AND FECES LEFT IN TOILET. 11. PAINT IS PEELING ON EXTERIOR DOOR. PAINT IS PEELING ON EXTERIOR WALL. 14. SKID PAINT IS PEELING ON RAMPS. 15. END CAP IS MISSING ON PUSH BAR. UNISEX REST ROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		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 : 4. CRACK ON INTERIOR WALL (THROUGHOUT HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED) ADMIN: 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. SIX LIGHT PANELS ARE OUT AT ENTRANCE. LIGHT DIFFUSER IS LOOSE. B-07 : 4. SECTION OF RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. H-03 NUTRITION CENTER: 5. UNSECURED ITEMS ARE STORED TOO HIGH. L-08/ CONFERENCE: 5. CARPET IS STAINED. L-15 COMPUTER LAB: 4. FLOOR TILES ARE DAMAGED. 5. FLOOR IS DIRTY. UNSECURED ITEMS ARE STORED TOO HIGH. L-18/ LIBRARY: 4. WALLPAPER IS TORN. 5. CARPET IS STAINED. 7. ETHERNET COVER IS MISSING. L-19/ PARENT ROOM: 5. WALLS ARE DIRTY (HALLWAY). M-07 WOMENS RESTROOM: 4. WALL TILE IS BROKEN. WALL IS DAMAGED (HALLWAY). 5. COVES ARE DIRTY. (MENSTRUAL NOTICE NOT ADEQUATE) M-13 NUTRITION CENTER: 5. FLOORING IS DIRTY.

School Facility Conditions and Planned Improvements

			PTA KITCHEN: 5. FLOORS ARE DIRTY. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. STAGE : 5. UNSECURED ITEMS ARE STORED TOO HIGH (STORAGE) UNISEX REST ROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Electrical		X	A-00: 5. ROOM IS CLUTTERED. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. A-01: 7. THREE LIGHT PANELS ARE OUT. A-04: 7. CAN LIGHT IS OUT (HALLWAY). OUTLET COVERS ARE BROKEN. ADMIN: 5. DEAD BUGS/DEBRIS IN LIGHT DIFFUSER. 7. SIX LIGHT PANELS ARE OUT AT ENTRANCE. LIGHT DIFFUSER IS LOOSE. B-05: 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ETHERNET OUTLET IS LOOSE. B-08 : 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. L-06/ OFFICE: 7. OUTLET COVER IS BROKEN. L-12 STORAGE: 7. LIGHT DIFFUSER IS MISSING. L-18/ LIBRARY: 4. WALLPAPER IS TORN. 5. CARPET IS STAINED. 7. ETHERNET COVER IS MISSING. UNISEX REST ROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	L-11/ NURSE: 4. FLOOR TILE IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM/ B-37: UNISEX REST ROOM/ B-38 (STAFF): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 4. FLOORING IS PEELING NEAR TOILET. 5. COVES ARE DIRTY. 7. CAN LIGHT IS OUT AT ENTRY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM (NEAR L-19): 4. WATER VALVE COVER IS DAMAGED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			B-07 : 4. SECTION OF RUBBER MOULDING IS MISSING. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. B-08 : 2. DRIPPING SOUND INSIDE CABINET. 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ELECTRICAL COVER IS BROKEN. CONDUIT END CAP IS MISSING. 10. EVACUATION MAP IS NOT POSTED. B-10: 11. PAINT IS PEELING ON EXTERIOR WALL (HALLWAY) C-12: 11. PAINT IS PEELING ON DOOR FRAME. C-13: 11. PAINT IS PEELING ON INTERIOR DOOR FRAME. D-16: 11. PAINT IS PEELING ON DOOR. D-18 : 11. PAINT IS PEELING ON EXTERIOR WALL. KITCHEN: 5. FLOORING IS DIRTY/STAINED.10. NO ROOM ID. 11. PAINT IS PEELING ON CEILING. MPR: 4. FLOOR TILES ARE BROKEN AT ENTRANCE. PLASTER IS CHIPPING ON WALL EXPOSING METAL (NEAR LIFT). 7. MOTION SENSOR IS LOOSE. 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. 14. DRYROT ON RAMP. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) P-2 : 4. FLOORING IS SEPERATING IN RR. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE IN RR. 5. URINE AND FECES LEFT IN TOILET. 11. PAINT IS PEELING ON EXTERIOR DOOR. PAINT IS PEELING ON EXTERIOR WALL. 14. SKID PAINT IS PEELING ON RAMPS. 15. END CAP IS MISSING ON PUSH BAR.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MPR: 4. FLOOR TILES ARE BROKEN AT ENTRANCE. PLASTER IS CHIPPING ON WALL EXPOSING METAL (NEAR LIFT). 7. MOTION SENSOR IS LOOSE. 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. 14. DRYROT ON RAMP. 15. WINDOW SCREEN IS MISSING. (WILLIAMS NOTICE NOT POSTED) P-2 : 4. FLOORING IS SEPERATING IN RR. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE IN RR. 5. URINE AND FECES LEFT IN TOILET. 11. PAINT IS PEELING ON EXTERIOR DOOR. PAINT IS PEELING ON EXTERIOR WALL. 14. SKID PAINT IS PEELING ON RAMPS. 15. END CAP IS MISSING ON PUSH BAR.

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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)	9	10	33	34	47	48
Mathematics (grades 3-8 and 11)	8	11	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	225	203	90.22	9.78	9.95
Female	108	102	94.44	5.56	10.89
Male	117	101	86.32	13.68	9.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	8	72.73	27.27	--
Filipino	--	--	--	--	--
Hispanic or Latino	206	188	91.26	8.74	9.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	152	137	90.13	9.87	3.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	169	89.42	10.58	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	38	88.37	11.63	5.26

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	224	191	85.27	14.73	10.58
Female	107	87	81.31	18.69	8.24
Male	117	104	88.89	11.11	12.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	7	63.64	36.36	--
Filipino	--	--	--	--	--
Hispanic or Latino	206	178	86.41	13.59	10.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	152	128	84.21	15.79	3.97
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	188	158	84.04	15.96	11.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.06	3.85	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	57	52	91.23	8.77	3.85
Female	27	24	88.89	11.11	0.00
Male	30	28	93.33	6.67	7.14
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	54	50	92.59	7.41	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	34	89.47	10.53	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	43	91.49	8.51	4.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	30.3	30.3	30.3	30.3	30.3
Grade 7	88.4	90.7	90.7	93	95.3

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.

2025-26 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, and 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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	356	130	36.5
Female	182	176	61	34.7
Male	183	180	69	38.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	19	12	63.2
Filipino	--	--	--	--
Hispanic or Latino	323	315	113	35.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	247	240	78	32.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	316	307	110	35.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	62	23	37.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 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
6.2	8.79	11.51	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	11.51	0.00
Female	8.79	0.00
Male	14.21	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	40.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.91	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	10.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.70	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	18	4	0	0
1	16	4	0	0
2	22	0	4	0
3	22	0	4	0
4	33	0	0	0
5	23	0	4	0
6	29	0	2	0
Other	0	0	0	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	16	1	1	0
1	24	0	1	0
2	24	0	1	0
3	24	0	2	0
4	27	0	1	0
5	29	0	1	0
6	26	0	2	0
Other	23	0	2	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	17	1	1	
1	24		1	
2	23		1	
3	17	2		
4	27		1	
5	22		1	
6	23		2	
Other	25		2	

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	
Resource Specialist (non-teaching)	
Other	

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	7530.70	2248.13	5282.58	73555.29
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	4.9	-13.7
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-68.4	-25.1

Fiscal Year 2024-25 Types of Services Funded

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

3P LEARNING INC
 AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 BAY AREA DISCOVERY MUSEUM
 CALICO CALIFORNIA CONSTRUCTORES INC
 CALIFORNIA STATE PTA
 CHABOT SPACE AND SCIENCE CENTER
 COOLE SCHOOL, INC
 CURRICULUM ASSOCIATES INC
 D HARRIS TOURS INC

Fiscal Year 2024-25 Types of Services Funded

FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 HAPPY NUMBERS INC
 IMAGINE LEARNING LLC
 LEFTSIDE PRINTING
 LOVE LEARN SUCCESS
 LUCKY
 MICHAELS TRANSPORTATION
 N G BUILDER
 NAVIGATE360, LLC
 NEWSELA, INC
 PLATTS CO, INC
 RENAISSANCE LEARNING INC
 SCHOOL SPECIALTY LLC
 SENECA CENTER
 SWEETWATER SOUND INC
 URBAN TILTH
 US BANK
 YOUTH IN ARTS 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

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	12