

Lincoln 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	Lincoln Elementary School
Street	29 Sixth Street
City, State, Zip	Richmond, CA 94801-3595
Phone Number	(510) 231-1404
Principal	Taylor Parham
Email Address	tparham@wccusd.net
School Website	http://lincoln.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004832

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

Lincoln Elementary School is a student-centered school that strategically and creatively meets the needs of the whole child so each child will have the tools, skills, and agency to affect change in their own lives and their communities.

We are a community school with a heartfelt commitment to providing a safe and welcoming school environment. Our PBIS program ensures a positive school climate, with the guiding core values of Lincoln Lion P.R.I.D.E.: Patience, Respect, Integrity, Determination, and Empathy. Lincoln Elementary School is located off of Harbour Way in Richmond's Iron Triangle neighborhood, north of Highway 580 and east of the Richmond Parkway, in the midst of a wonderful and supportive community. The Lincoln Elementary Team supports connections between the school and community (home visits, counselors,

2025-26 School Description and Mission Statement

regular parent meetings, etc.) to address specific areas of need.

To ensure the academic progress of our students, grade-level teams of teachers collaborate to provide a rigorous and effective program, ensuring all students are learning targeted standards through frequent assessment and action plans for addressing gaps in student learning. Daily reading intervention and RTI are in place, with teachers working with small groups of students in the classroom based on their level of intervention. We use i-Ready, SIPPS, and Accelerated Reader for students in grades 3-6 to track their reading level progress, which provides students with a reading level (fluency and comprehension are assessed). All teachers have leveled libraries in their classrooms, and the school library is currently leveled. Students access our libraries on an ongoing basis at their targeted reading level to rapidly improve their reading skills.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	46
Grade 2	44
Grade 3	37
Grade 4	39
Grade 5	62
Grade 6	53
Total Enrollment	339

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	14.2
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.2
White	1.2
English Learners	62.8
Foster Youth	0.6
Homeless	5.6
Socioeconomically Disadvantaged	90
Students with Disabilities	15.6

A. Conditions of Learning

State Priority: Basic

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

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

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)	12.1	70.91	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	2	11.63	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	8.73	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	8.73	91.2	5.99	15831.9	5.67
Total Teaching Positions	17.1	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)	10.6	69.5	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	3.27	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	23.95	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	0.5	3.27	94.3	6.58	14303.8	5.15
Total Teaching Positions	15.2	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)	11.4	65.66	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	2	11.45	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	22.9	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	17.4	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	2	2
Misassignments	1.50	1.6	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	3.6	4

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	3.5	10.7	25
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	16.6

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	00 AUDITORIUM: 4. FLOOR TILES ARE BROKEN. 06 FOOD SERVICING: 4. HOLE IN WALL. 7. LIGHT DIFFUSERS ARE MISSING (HALLWAY). 11. PAINT IS PEELING ON DOORFRAME. 106: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALL IS MARRED. 111: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 112: 4. HOLE IN WALL BENEATH WHITEBOARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 114 DATA ROOM: 4. CEILING TILES HAVE WATER STAINS. 123 FLEX ROOM : 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 10. NO ROOM ID 200: 4. HOLE IN WALL. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 202 STORAGE: 4. WALL IS DAMAGED (HALLWAY). 12. CRACK IN WALL (HALLWAY) 202: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 204: 4. FLOOR TILES ARE BROKEN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS HIPPING ON COUNTERTOP. B 207: 4. CEILING TILES HAVE HOLES. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. B 209: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) B 212: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. B204: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. GIRLS REST ROOM (MPR): 4. STALL PARTITION SUPPORT END CAP IS MISSING AT BASE. (MENSTRUAL NOTICE NOT POSTED) MDF: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. STAIR 3: 4. WALLS ARE MARRED. 11. PAINT IS PEELING ON HANDRAIL.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	103/ STAFF ROOM: 5. PAINT SPLATTERED ON LIGHT FIXTURE. 104 COUNSELING ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 111: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 112: 4. HOLE IN WALL BENEATH WHITEBOARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 113 R.S.P.: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 118: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 120 FLEX ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. NO ROOM ID. 121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 122: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 123 FLEX ROOM : 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 10. NO ROOM ID 200: 4. HOLE IN WALL. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 202: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 204: 4. FLOOR TILES ARE BROKEN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 215 JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING. B 201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B 203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. B 205: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B 207: 4. CEILING TILES HAVE HOLES. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL.
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School Facility Conditions and Planned Improvements

				B 208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. B 212: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. B204: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X		05 BACKSTAGE: 7. ONE LIGHT BULB IS OUT. LIGHT DIFFUSERS ARE MISSING. 06 FOOD SERVICING: 4. HOLE IN WALL. 7. LIGHT DIFFUSERS ARE MISSING (HALLWAY). 11. PAINT IS PEELING ON DOORFRAME. 08 STORAGE: 7. LIGHT DIFFUSER IS MISSING. 100G NURSE: 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) 121 A STORAGE: 7. ONE LIGHT BULB IS OUT. 121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 125: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL. 215 JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS ARE MISSING. B 110 HEAD CUSTODIAN OFFICE: 7. LIGHT DIFFUSERS ARE MISSING. B 200/ COUNSELING: 7. ONE CAN LIGHT IS OUT (STAIRWELL). B 203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. B 211: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN LEAKS AT HANDLE. B 214: 7. TWO LIGHT PANELS ARE OUT. (WILLIAMS NOTICE NOT POSTED) BOYS REST ROOM (MPR): 7. ONE LIGHT PANEL IS OUT. ONE LIGHT BULB IS OUT. MDF: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. STAIR 1: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HAND RAILS. UNISEX RESTROOM: 7. LIGHT DIFFUSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		100 A PRINCIPAL: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) 100G NURSE: 7. ONE OF TWO LIGHT BULBS IS OUT IN RR. 8. MENSTRUAL PRODUCTS ARE NOT

School Facility Conditions and Planned Improvements

			READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) 118: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 201: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER ARM IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) B 211: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN LEAKS AT HANDLE. B 213: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) UNISEX REST ROOM (LIBRARY): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX RESTROOM: 7. LIGHT DIFFUSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)
Safety: Fire Safety, Hazardous Materials		X	06 FOOD SERVICING: 4. HOLE IN WALL. 7. LIGHT DIFFUSERS ARE MISSING (HALLWAY). 11. PAINT IS PEELING ON DOORFRAME. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 108: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL 112: 4. HOLE IN WALL BENEATH WHITEBOARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 113 R.S.P.: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 120 FLEX ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. NO ROOM ID. 121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 123 FLEX ROOM : 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 10. NO ROOM ID 125: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL. 202: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 204: 4. FLOOR TILES ARE BROKEN (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

				B 203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. B 207: 4. CEILING TILES HAVE HOLES. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. B 208: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. B 209: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) B 212: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. B 213: 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) MDF: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. PLAYGROUND: 11. PAINT IS PEELING ON PLAY STRUCTURES. 14. TILE EDGE PIECE IS LIFTING CREATING A TRIP HAZARD. STAIR 1: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON HAND RAILS. STAIR 3: 4. WALLS ARE MARRED. 11. PAINT IS PEELING ON HANDRAIL.
Structural: Structural Damage, Roofs	X			202 STORAGE: 4. WALL IS DAMAGED (HALLWAY). 12. CRACK IN WALL (HALLWAY) BOYS REST ROOM (NEAR 106): 12. CRACK IN CEILING (PAINT IS CHIPPING).
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER ARM IS MISSING. (MENSTRUAL NOTICE IS NOT POSTED) PLAYGROUND: 11. PAINT IS PEELING ON PLAY STRUCTURES. 14. TILE EDGE PIECE IS LIFTING CREATING A TRIP HAZARD.

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)	6	9	33	34	47	48
Mathematics (grades 3-8 and 11)	5	8	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

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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	203	189	93.10	6.90	9.04
Female	97	90	92.78	7.22	13.33
Male	106	99	93.40	6.60	5.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	28	84.85	15.15	10.71
Filipino	0	0	0	0	0
Hispanic or Latino	161	153	95.03	4.97	9.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	120	93.75	6.25	3.36
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	173	94.02	5.98	9.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	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	203	192	94.58	5.42	7.81
Female	97	93	95.88	4.12	7.53
Male	106	99	93.40	6.60	8.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	26	78.79	21.21	7.69
Filipino	0	0	0	0	0
Hispanic or Latino	161	157	97.52	2.48	8.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	128	125	97.66	2.34	5.60
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	174	94.57	5.43	8.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	1.69	0	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	60	56	93.33	6.67	0.00
Female	23	21	91.30	8.70	0.00
Male	37	35	94.59	5.41	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	48	96.00	4.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	44	43	97.73	2.27	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	52	94.55	5.45	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	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	0	0	0	0	0

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

- All communication with parents and the community is sent in English and Spanish, with Parent Square and weekly Parent Link calls being our main platforms
- Monthly calendars are sent home to remind families of important dates - both in English and Spanish.
 - Free babysitting is provided at the school during parent classes and meetings to encourage more parents to attend.
 - Monthly parent meetings are held on the first Friday of every month.
 - Parents are encouraged to participate in the School Site Council, ELAC, and AAPAC
 - Parents are encouraged to observe and volunteer at the school.
 - Parent appreciation breakfasts/ luncheons are held.
 - Parents are recognized annually for their dedication to our school community.
 - School Site Council (SSC): The role of the SSC is to give parents, faculty, and staff more on-site decision-making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	380	148	38.9
Female	204	191	85	44.5
Male	206	189	63	33.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	73	59	36	61.0
Filipino	--	--	--	--
Hispanic or Latino	310	296	99	33.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	5	41.7
White	--	--	--	--
English Learners	246	236	72	30.5
Foster Youth	--	--	--	--
Homeless	30	29	12	41.4
Socioeconomically Disadvantaged	379	355	138	38.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	60	30	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
3.13	3.72	2.68	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	2.68	0.00
Female	0.98	0.00
Male	4.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.61	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	2.03	0.00
Foster Youth	0.00	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	2.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.38	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	23	0	4	0
1	22	2	2	0
2	21	2	2	0
3	22	2	2	0
4	23	0	4	0
5	25	0	4	0
6	24	0	4	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	21	1	1	0
1	22	0	2	0
2	21	1	1	0
3	20	1	1	0
4	27	0	2	0
5	24	0	2	0
6	28	0	2	0
Other	12	1	0	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	22		2	
1	23		2	
2	22		2	
3	19	2		
4	20	1	1	
5	28		2	
6	23	1	1	
Other	14	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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

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	8297.26	2468.76	5828.50	66906.26
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-0.9	-23.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-59.5	-34.3

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
 BAY AREA COMMUNITY RESOURCES, INC
 COAST 2 COATS, INC DBA ELEVO
 CURRICULUM ASSOCIATES INC
 ESTRELLITA
 FAMILIAS UNIDAS
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC

Fiscal Year 2024-25 Types of Services Funded

FOOD MAXX
 GOPHER SPORT
 GREAT MINDS PBC
 ILLUMINARIES LLC
 KBA DOCUMENT SOLUTIONS, LLC
 LITERACY RESOURCES, LLC
 PUT IN CUPS, LLC
 RENAISSANCE LEARNING INC
 SENECA CENTER
 SUPER ACHIEVEMENT INC
 THE MOSAIC PROJECT
 US BANK
 US BANK - DGS STATE TRAVEL PROGRAM
 WEST CONTRA COSTA PUBLIC EDUCATION

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

Teachers collaborate bi-weekly in their grade level or grade level band (Supergroup) to conduct an analysis of standards based on student assessments, monitor progress within the site Theories of Action, and lesson plan. During these meetings, teachers focus on student data and set goals for improvements in achievement based on research-based instructional practices. Professional development is responsive to the professional needs identified in the collaboration time, and our site's Professional Learning Plan is continually being updated to reflect teacher learning needs. Our learning is focused on the District Roadmap and our own site, Theories of Action for Math, RLA, Climate, and ELD. In addition to strengthening the reading/language arts and math instructional practices in the classrooms and schoolwide, there is a strong focus on personalized learning through the 1-to-1 tablet initiative. Our Math Theory of Action places a strong emphasis on self-directed learning with Khan Academy and XtraMath, which provide progress-monitoring assessments, as well as a standards-aligned Eureka curriculum.

Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the

Professional Development

effective use of assessment data in meeting the needs of all students. A primary goal of professional development is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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	30