

# Peres 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                       | Peres K-8 School                                                |
| Street                            | 719 5th Street                                                  |
| City, State, Zip                  | Richmond, CA 94801-2655                                         |
| Phone Number                      | (510) 231-1407                                                  |
| Principal                         | Colette West                                                    |
| Email Address                     | colette.west@wccusd.net                                         |
| School Website                    | <a href="http://peres.wccusd.net/">http://peres.wccusd.net/</a> |
| Grade Span                        | K-8                                                             |
| County-District-School (CDS) Code | 07617966004907                                                  |

## 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 | <a href="http://www.wccusd.net">www.wccusd.net</a> |

## 2025-26 School Description and Mission Statement

At Peres K-8 School, we will create a learning environment where all students feel safe, included, supported, and challenged to reach their full potential.

About this School

| 2024-25 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 76                 |
| Grade 1                                   | 68                 |
| Grade 2                                   | 54                 |
| Grade 3                                   | 71                 |
| Grade 4                                   | 56                 |
| Grade 5                                   | 48                 |
| Grade 6                                   | 60                 |
| Grade 7                                   | 47                 |
| Grade 8                                   | 58                 |
| Total Enrollment                          | 538                |

| 2024-25 Student Enrollment by Student Group |                             |
|---------------------------------------------|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 50                          |
| Male                                        | 50                          |
| American Indian or Alaska Native            | 0.4                         |
| Asian                                       | 0.7                         |
| Black or African American                   | 12.6                        |
| Filipino                                    | 0.2                         |
| Hispanic or Latino                          | 82.9                        |
| Native Hawaiian or Pacific Islander         | 0.2                         |
| Two or More Races                           | 2.6                         |
| White                                       | 0.4                         |
| English Learners                            | 62.8                        |
| Foster Youth                                | 0.6                         |
| Homeless                                    | 2.6                         |
| Socioeconomically Disadvantaged             | 96.5                        |
| Students with Disabilities                  | 15.4                        |

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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 20.2          | 70.08          | 1150.1          | 75.53            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 1.9           | 6.64           | 59.4            | 3.9              | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.6           | 12.59          | 171.6           | 11.27            | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.1           | 0.48           | 50.3            | 3.3              | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 2.9           | 10.1           | 91.2            | 5.99             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 28.9          | 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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.8          | 73.82          | 1081.7          | 75.48            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.5           | 1.69           | 45.2            | 3.16             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 4.5           | 15.35          | 155.3           | 10.84            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.1           | 4.02           | 56.4            | 3.94             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1.5           | 5.07           | 94.3            | 6.58             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 29.5          | 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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.1          | 79.53          | 1016.1          | 72.62            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 1             | 3.76           | 43.7            | 3.13             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 4.1           | 15.43          | 190.3           | 13.6             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.3           | 1.24           | 81.3            | 5.82             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 67.7            | 4.84             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 26.5          | 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 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 1.00    | 0.9     | 2       |
| <b>Misassignments</b>                                        | 2.60    | 3.5     | 2.1     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 3.60    | 4.5     | 4.1     |

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

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.7     | 0       |
| <b>Local Assignment Options</b>                               | 0.10    | 0.4     | 0.3     |
| <b>Total Out-of-Field Teachers</b>                            | 0.10    | 1.1     | 0.3     |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 19.5    | 23.7    | 33.8    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 15.7    |

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 /<br>Indicate if from Most Recent Adoption / Year of Adoption                                                                                                                                                                                            | Percent Students<br>Lacking Own<br>Assigned Copy |
| <b>Reading/Language Arts</b>                      | Teachers College Reading, Writing & Phonics, grades TK-5, c2015 - adopted 2019<br>Benchmark Advancing Language Learning for Designated ELD, grades TK-5, c2017 - adopted 2022<br>McGraw Hill StudySync, grades 6-8, c2017 - adopted 2017<br>National Geographic Inside, grades 6-8 ELD, c2014 - adopted 2014 | 0%                                               |
| <b>Mathematics</b>                                | Great Minds, Eureka Math Squared, grades TK-5 c2025 - adopted 2025<br>Amplify, Desmos Math, grades 6-8, c2025 - adopted 2025                                                                                                                                                                                 | 0%                                               |
| <b>Science</b>                                    | Twig Science, grades TK-5, c2023 - adopted 2023<br>Amplify Science, grades 6-8, c2020 - adopted 2020                                                                                                                                                                                                         | 0%                                               |
| <b>History-Social Science</b>                     | Seesaw Lessons, grade TK, c2022 - adopted 2022<br>McGraw Hill California Vistas grades K-5, c2007 - adopted 2007<br>TCI History Alive, grades 6-8, c2017 - adopted 2020                                                                                                                                      | 0%                                               |
| <b>Foreign Language</b>                           | N/A                                                                                                                                                                                                                                                                                                          |                                                  |
| <b>Health</b>                                     | N/A                                                                                                                                                                                                                                                                                                          |                                                  |
| <b>Visual and Performing Arts</b>                 | N/A                                                                                                                                                                                                                                                                                                          |                                                  |
| <b>Science Laboratory Equipment (grades 9-12)</b> | 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

7/25/2025

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|-----------|-----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           | :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Interior:</b><br>Interior Surfaces                |           |           | X         | 1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.<br>10: 4. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 12. CRACKS IN EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.<br>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)<br>12: 4. CEILING TILE IS BROKEN.<br>13: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN AND FAUCET ARE LOOSE AT BASE.<br>14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FAUCET IS LOOSE.<br>15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.<br>17: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET HAS NO FLOW.<br>18: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.<br>19: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. ROOM ID IS BROKEN.<br>2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.<br>20: 4. CEILING TILE IS BROKEN. 9. FAUCET IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED.<br>21: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.<br>22: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.<br>23: 4. CABINET IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING. |

School Facility Conditions and Planned Improvements

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>25: 4. WALL PAPER IS TORN (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>29: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.</p> <p>7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.</p> <p>8: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL.</p> <p>9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM (NEAR 4): 4. WALL IS DAMAGED. 7. LIGHT DIFFUSER IS BROKEN. FIVE LIGHT PANELS ARE OUT. 8. ONE STALL IS UNABLE TO BE SECURED.</p> <p>BOYS REST ROOM (NEAR MPR): 4. SOAP DISPENSER IS MISSING. SECTION OF STALL PARTITION IS MISSING.</p> <p>CUSTODIAN: 4. WALL IS DAMAGED.</p> <p>GIRLS REST ROOM (NEAR MPR): 4. SANITARY NAPKIN CANS ARE MISSING. TOILET PAPER DISPENSER IS MISSING. 8. TWO TOILET SEATS ARE LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>JANITOR: 4. FLOOR TILES ARE BROKEN.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN EXTERIOR WALL.</p> <p>K2: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES.</p> <p>K3: 4. FLOOR TILES ARE BROKEN. 8. ONE TOILET IS LOOSE AT BASE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>MPR: 4. RUBBER TRIM IS MISSING AT FLOORING/CARPET SEAM. RUBBER MOULDING IS MISSING. HOLE IN WALL. 10. EVACUATION MAP IS NOT POSTED.</p> <p>MUSIC ROOM: 4. WALLS AND CEILING IS MARRED. 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>OFFICE: 4. CEILING TILE HAS A HOLE.</p> |
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## School Facility Conditions and Planned Improvements

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|-----------------------------------------------------------------------------|---|--|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             |   |  |   | <p>TEACHER WORKROOM: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>UNISEX RESTROOM: 4. FLOORING IS BROKEN IN COVES. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>VICE PRINCIPAL: 4. CEILING TILES HAVE HOLES. 15. DOOR IS DAMAGED.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Cleanliness:</b><br/>Overall Cleanliness, Pest/Vermin Infestation</p> | X |  |   | <p>21: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.</p> <p>JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>K2: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Electrical</b></p>                                                    |   |  | X | <p>10: 4. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 12. CRACKS IN EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FAUCET IS LOOSE.</p> <p>23: 4. CABINET IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>29: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>4: 7. ETHERNET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>5: 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR IS DELAMINATING. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET).</p> <p>8: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL.</p> <p>BOYS REST ROOM (NEAR 22): 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS REST ROOM (NEAR 4): 4. WALL IS DAMAGED. 7. LIGHT DIFFUSER IS BROKEN. FIVE LIGHT PANELS ARE OUT. 8. ONE STALL IS UNABLE TO BE SECURED.</p> |

## School Facility Conditions and Planned Improvements

|                                                            |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |  |   | <p>CUSTODIAL ROOM: 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>JANITOR: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.</p> <p>JANITOR: 7. LIGHT DIFFUSER IS MISSING.</p> <p>KITCHEN: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>LIBRARY: 7. TWO LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL (PAINT IS CHIPPING). 15. SECTION OF HARDWARE IS MISSING ON DOOR PUSH BAR.</p> <p>MUSIC ROOM: 4. WALLS AND CEILING IS MARRED. 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>PARENTS ROOM: 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>PRESCHOOL: 7. TWO LIGHT PANELS ARE OUT. 9 ONE FAUCET HAS A LOW FLOW IN RR. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.</p> <p>STAGE: 7. TWO CAN LIGHTS ARE OUT.</p> <p>STORAGE (NEAR 7): 7. LIGHT DIFFUSER IS MISSING.</p> <p>STORAGE: 6. LARGE AMOUNTS OF WEBBING THROUGHOUT ROOM. 10. NO ROOM ID.</p> <p>TEACHER WORKROOM: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>WORK ROOM: 7. LIGHT DIFFUSERS ARE MISSING.</p>                                                                                                                                                                                                               |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains |  | X | <p>1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>13: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN AND FAUCET ARE LOOSE AT BASE.</p> <p>14: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FAUCET IS LOOSE.</p> <p>17: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET HAS NO FLOW.</p> <p>19: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. ROOM ID IS BROKEN.</p> <p>2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>20: 4. CEILING TILE IS BROKEN. 9. FAUCET IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>23: 4. CABINET IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>24: 7. OUTLET COVER IS MISSING EXPOSING LIVE WIRES. OUTLET COVER IS MISSING. 9.</p> |

## School Facility Conditions and Planned Improvements

|                                                            |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |  |   | <p>DRINKING FAUCET HAS LOW FLOW. 10. NO ROOM ID.</p> <p>25: 4. WALL PAPER IS TORN (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>28: 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 29: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>6: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. DOOR IS DEALAMINATING. 9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM (NEAR 4): 4. WALL IS DAMAGED. 7. LIGHT DIFFUSER IS BROKEN. FIVE LIGHT PANELS ARE OUT. 8. ONE STALL IS UNABLE TO BE SECURED.</p> <p>GIRLS REST ROOM (NEAR MPR): 4. SANITARY NAPKIN CANS ARE MISSING. TOILET PAPER DISPENSER IS MISSING. 8. TWO TOILET SEATS ARE LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>K3: 4. FLOOR TILES ARE BROKEN. 8. ONE TOILET IS LOOSE AT BASE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>PRESCHOOL: 7. TWO LIGHT PANELS ARE OUT. 9 ONE FAUCET HAS A LOW FLOW IN RR. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.</p> <p>PTA KITCHEN: 9. FAUCET HAS A DRIP.</p> <p>UNISEX REST ROOM (ADMIN): 9. FAUCET LEAKS AT HANDLE.</p> <p>UNISEX REST ROOM (NEAR MOTOR ROOM): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX RESTROOM: 4. FLOORING IS BROKEN IN COVES. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> |
| <p><b>Safety:</b><br/>Fire Safety, Hazardous Materials</p> |  | X | <p>1: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>16: 10. EVACUATION MAP IS NOT POSTED.</p> <p>18: 4. CEILING TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>2: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOPS. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

School Facility Conditions and Planned Improvements

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|  |  |  | <p>20: 4. CEILING TILE IS BROKEN. 9. FAUCET IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>21: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>22: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>23: 4. CABINET IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS MISSING.</p> <p>24: 7. OUTLET COVER IS MISSING EXPOSING LIVE WIRES. OUTLET COVER IS MISSING. 9. DRINKING FAUCET HAS LOW FLOW. 10. NO ROOM ID.</p> <p>25: 4. WALL PAPER IS TORN (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>29: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. FOUR LIGHT PANELS ARE OUT. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</p> <p>3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.</p> <p>4: 7. ETHERNET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>5: 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR IS DELAMINATING. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET).</p> <p>6: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. DOOR IS DEALAMINATING.</p> <p>7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.</p> <p>9: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FAUCET HAS LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN EXTERIOR WALL.</p> <p>K2: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES.</p> <p>MOTOR: 10. EVACUATION MAP IS NOT POSTED.</p> |
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## School Facility Conditions and Planned Improvements

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|----------------------------------------------------------------------------|---|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            |   |  |  | <p>MPR: 4. RUBBER TRIM IS MISSING AT FLOORING/CARPET SEAM. RUBBER MOULDING IS MISSING. HOLE IN WALL. 10. EVACUATION MAP IS NOT POSTED.</p> <p>PRESCHOOL: 7. TWO LIGHT PANELS ARE OUT. 9 ONE FAUCET HAS A LOW FLOW IN RR. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.</p> <p>STORAGE: 6. LARGE AMOUNTS OF WEBBING THROUGHOUT ROOM. 10. NO ROOM ID.</p> <p>TEACHING CENTER: 10. EVACUATION MAP IS NOT POSTED.</p> <p>UNISEX RESTROOM: 11. PAINT IS PEELING ON WALL BEHIND TOILET.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X |  |  | <p>10: 4. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 12. CRACKS IN EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>3: 4. HOLE IN WALL UNDER SINK. 6. HOLE IN WALL UNDER SINK FROM RAT (TEACHER SAID THEY CLEANED UP A LOT OF RAT FECES). 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL.</p> <p>6: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. DOOR IS DEALAMINATING.</p> <p>7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.</p> <p>8: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN EXTERIOR WALL.</p> <p>K2: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. CRACK IN EAVES.</p> <p>LIBRARY: 7. TWO LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL (PAINT IS CHIPPING). 15. SECTION OF HARDWARE IS MISSING ON DOOR PUSH BAR.</p> <p>PRESCHOOL: 7. TWO LIGHT PANELS ARE OUT. 9 ONE FAUCET HAS A LOW FLOW IN RR. 11. PAINT IS PEELING ON WALLS IN RR'S. 12. CRACK IN FLOOR IN RR.</p> <p>UNISEX REST ROOM (NEAR 22): 12. CRACK IN INTERIOR WALL. (MENSTRUAL NOTICE NOT POSTED)</p> |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X |  |  | <p>10: 4. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 12. CRACKS IN EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

School Facility Conditions and Planned Improvements

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|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <p>15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> <p>5: 7. LIGHTS PULSE AFTER TURNING IN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR IS DELAMINATING. (DRIPPING SOUND COMING FROM INSIDE THE F-F-9 CABINET).</p> <p>6: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.12. CRACK IN EXTERIOR WALL. 15. DOOR IS DEALAMINATING.</p> <p>7: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN EXTERIOR WALL. 15. THRESHOLD IS LIFTING.</p> <p>LIBRARY: 7. TWO LIGHT PANELS ARE OUT. 12. CRACK IN EXTERIOR WALL (PAINT IS CHIPPING). 15. SECTION OF HARDWARE IS MISSING ON DOOR PUSH BAR.</p> <p>PLAYGROUNDS: 14. TILES AND TILE EDGE CAP ARE LIFTING/MISSING CREATING A TRIP HAZARD.</p> <p>VICE PRINCIPAL: 4. CEILING TILES HAVE HOLES. 15. DOOR IS DAMAGED.</p> |
|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| 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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 11                | 8                 | 33                  | 34                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 6                 | 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

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                                  | 347                     | 346                  | 99.71                 | 0.29                      | 8.09                           |
| Female                                        | 172                     | 172                  | 100.00                | 0.00                      | 9.30                           |
| Male                                          | 175                     | 174                  | 99.43                 | 0.57                      | 6.90                           |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian                                         | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | 40                      | 40                   | 100.00                | 0.00                      | 10.00                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 286                     | 285                  | 99.65                 | 0.35                      | 6.67                           |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White                                         | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 217                     | 216                  | 99.54                 | 0.46                      | 1.85                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | 12                      | 12                   | 100.00                | 0.00                      | 16.67                          |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 340                     | 339                  | 99.71                 | 0.29                      | 7.96                           |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 50                      | 50                   | 100.00                | 0.00                      | 2.00                           |

### 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 346                           | 345                        | 99.71                       | 0.29                            | 7.54                                    |
| Female                                        | 172                           | 172                        | 100.00                      | 0.00                            | 6.40                                    |
| Male                                          | 174                           | 173                        | 99.43                       | 0.57                            | 8.67                                    |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | 40                            | 40                         | 100.00                      | 0.00                            | 10.00                                   |
| Filipino                                      | --                            | --                         | --                          | --                              | --                                      |
| Hispanic or Latino                            | 285                           | 284                        | 99.65                       | 0.35                            | 7.04                                    |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White                                         | --                            | --                         | --                          | --                              | --                                      |
| English Learners                              | 216                           | 216                        | 100.00                      | 0.00                            | 4.17                                    |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | 12                            | 12                         | 100.00                      | 0.00                            | 0.00                                    |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 339                           | 339                        | 100.00                      | 0.00                            | 7.37                                    |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 50                            | 49                         | 98.00                       | 2.00                            | 8.16                                    |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 5.88              | 1.83              | 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                                  | 109              | 109           | 100.00         | 0.00               | 1.83                    |
| Female                                        | 49               | 49            | 100.00         | 0.00               | 0.00                    |
| Male                                          | 60               | 60            | 100.00         | 0.00               | 3.33                    |
| 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                            | 96               | 96            | 100.00         | 0.00               | 1.04                    |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White                                         | --               | --            | --             | --                 | --                      |
| English Learners                              | 65               | 65            | 100.00         | 0.00               | 0.00                    |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 108              | 108           | 100.00         | 0.00               | 1.85                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 15               | 15            | 100.00         | 0.00               | 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
| Grade 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0                                | 0                                                      | 0                                                                 | 0                                                       | 0                           |
| Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Parents at Peres K-8 School will have opportunities to:</p> <ul style="list-style-type: none"><li>Review and receive training in the Title I School-Level Parent Involvement Policy.</li><li>Support teaching and learning by volunteering as classroom support, study trip chaperones, etc.</li><li>Access on-site parent education through the Coffee Club or workshops</li><li>Receive training in parenting and student educational advocacy through Parent Workshops</li></ul> <p>Parental involvement activities include:</p> <ul style="list-style-type: none"><li>Parent Grade Level Meetings</li><li>Family Literacy Night</li><li>Title I Parent Meetings</li><li>Parenting Workshops</li><li>School Site Council</li><li>English Language Advisory Committee</li><li>African American School Advisory Team</li><li>Peres Dental Program</li><li>Parent Coffee Club</li><li>English Class for Parents</li><li>STEAM Night</li><li>Parent Volunteer Program</li></ul> <p>SCHOOL COMMUNITY WORKER: works with parents to provide information about resources available at Peres K-8 School and resources available in the community. Guest speakers from the Contra Costa County Health Services and the City of Richmond will provide a series of skilled training sessions to meet the needs of all of our stakeholders. The school community worker and the Parent liaison are both responsible for assisting parents to navigate the community systems to ensure that they are adequately aware of available resources.</p> |

2025-26 Opportunities for Parental Involvement

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty, and staff more on-site decision-making ability by providing individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents/community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Monthly ELAC meetings are held to provide parents of English language learners with information to support their children’s education.

AFRICAN AMERICAN SCHOOL ADVISORY TEAM ( AASAT): Monthly AASAT meetings are held to provide parents of African American students with information to support their children’s education.

PARENT COFFEE CLUB: takes place once a month to bring parents together to discuss topics of mutual interest that will help support their children's academic and behavioral needs. A significant focus of ours is to assist all parents in reinforcing grade-level standards at home. Our community workers assist with planning special events, training, and grade-level data meetings.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 601                   | 589                                     | 223                       | 37.9                     |
| Female                                        | 298                   | 290                                     | 102                       | 35.2                     |
| Male                                          | 303                   | 299                                     | 121                       | 40.5                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | 74                    | 72                                      | 34                        | 47.2                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 490                   | 480                                     | 172                       | 35.8                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 18                    | 18                                      | 10                        | 55.6                     |
| White                                         | --                    | --                                      | --                        | --                       |
| English Learners                              | 381                   | 377                                     | 142                       | 37.7                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 22                    | 21                                      | 8                         | 38.1                     |
| Socioeconomically Disadvantaged               | 592                   | 582                                     | 222                       | 38.1                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 106                   | 102                                     | 45                        | 44.1                     |

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 |
| 8.11           | 6.67           | 6.49           | 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                                  | 6.49             | 0.00            |
| Female                                        | 4.03             | 0.00            |
| Male                                          | 8.91             | 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                     | 8.11             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 6.12             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 16.67            | 0.00            |
| White                                         | 0.00             | 0.00            |
| English Learners                              | 6.04             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 13.64            | 0.00            |
| Socioeconomically Disadvantaged               | 6.59             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 4.72             | 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                 | 2                                    | 6                                     | 0                                   |
| 1           | 20                 | 4                                    | 2                                     | 0                                   |
| 2           | 26                 | 4                                    | 0                                     | 2                                   |
| 3           | 23                 | 0                                    | 4                                     | 0                                   |
| 4           | 30                 | 0                                    | 4                                     | 0                                   |
| 5           | 29                 | 0                                    | 4                                     | 0                                   |
| 6           | 36                 | 0                                    | 12                                    | 4                                   |
| Other       | 15                 | 4                                    | 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           | 20                 | 2                                    | 1                                     | 0                                   |
| 1           | 22                 | 0                                    | 2                                     | 0                                   |
| 2           | 21                 | 0                                    | 3                                     | 0                                   |
| 3           | 18                 | 3                                    | 0                                     | 0                                   |
| 4           | 25                 | 0                                    | 2                                     | 0                                   |
| 5           | 32                 | 0                                    | 2                                     | 0                                   |
| 6           | 23                 | 6                                    | 12                                    | 0                                   |
| Other       | 9                  | 2                                    | 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           | 16                 | 1                                    | 2                                     |                                     |
| 1           | 22                 |                                      | 3                                     |                                     |
| 2           | 24                 |                                      | 2                                     |                                     |
| 3           | 23                 |                                      | 3                                     |                                     |
| 4           | 28                 |                                      | 2                                     |                                     |
| 5           | 24                 |                                      | 2                                     |                                     |
| 6           | 22                 | 7                                    | 12                                    |                                     |
| Other       | 7                  | 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                                   | 10415.77                     | 3390.85                             | 7024.92                               | 107275.84              |
| District                                      | N/A                          | N/A                                 | 5706.02                               | \$91,374               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 2.3                                   | 23.9                   |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$100,333              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -42.1                                 | 12.5                   |

## 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)  
 AMERICAN STAGE TOURS  
 AVALON TRANSPORTATION LLC  
 B & H PHOTO VIDEO INC  
 CA ASSOC FOR BILINGUAL EDUCATION (C  
 CALIFORNIA ACADEMY OF SCIENCES  
 CHABOT SPACE AND SCIENCE CENTER  
 CT BOOK HOLDINGS LLC  
 D & D SECURITY RESOURCES, INC.

## Fiscal Year 2024-25 Types of Services Funded

D HARRIS TOURS INC  
 EAST BAY CENTER FOR PERFORMING ARTS  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 FRANKLIN COVEY CLIENT SALES, INC  
 GLOBAL VENDING GROUP, INC  
 GOPHER SPORT  
 GROWING TOGETHER - BAY AREA INC  
 KBA DOCUMENT SOLUTIONS, LLC  
 LAKESHORE LEARNING MATERIALS  
 LOVE LEARN SUCCESS  
 LUCKY  
 MASCOT JUNCTION, INC  
 MICHAELS TRANSPORTATION  
 MINDFUL LIFE PROJECT  
 OAKLAND MUSEUM OF CALIFORNIA  
 OPEN DENTAL SOFTWARE  
 PANERA BREAD COMPANY  
 PARKS EXPRESS  
 REGENTS OF THE UNIVERSITY OF CALIFORNIA  
 SIERRA PACIFIC TOURS  
 SUPERSTAR HEALTH EDUCATION  
 SYLVAN LEARNING CENTER  
 THE K-12 OER COLLABORATIVE  
 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 |
|------------------------------------------------------|-----------------|----------------------------------------------|
| <b>Beginning Teacher Salary</b>                      | \$58,573        | \$60,863                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$91,890        | \$93,575                                     |
| <b>Highest Teacher Salary</b>                        | \$119,395       | \$125,548                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$131,244       | \$157,645                                    |
| <b>Average Principal Salary (Middle)</b>             | \$138,034       | \$165,341                                    |
| <b>Average Principal Salary (High)</b>               | \$156,078       | \$182,580                                    |
| <b>Superintendent Salary</b>                         | \$280,908       | \$357,064                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 25.8%           | 30.36%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.94%           | 4.88%                                        |

Professional Development

Collaboration is defined as:  
Analyzing Student Work, such as:  
Exit tickets  
Student workbook pages  
Writing samples  
Analyzing assessments, such as:  
EL Module assessments  
Zearn Mid and End of Mission Assessments  
Demos, Quizzes, or End-of-Unit Assessments  
Amplify Assessments  
TWIG Assessments  
Benchmark (ELD) Assessments  
SIPPS Assessments  
Internalizing lessons  
Completing the student work for the lesson  
Preparing supports for EL students  
Creating questions for student discourse  
Planning for opportunities for student discourse  
Unpacking upcoming units  
Reading the Mission/Unit/Module Overview  
Creating assessment exemplars  
Creating exit ticket exemplars  
Planning for reteaching

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      | 53      | 42      |