

Ygnacio Valley High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Ygnacio Valley High School
Street	755 Oak Grove Road
City, State, Zip	Concord, CA 94518
Phone Number	(925) 685-8414
Principal	Peter Crutchfield
Email Address	crutchfieldp@mdusd.org
School Website	https://yvhs.mdusd.org/
Grade Span	9-12
County-District-School (CDS) Code	07-61754-0737809

2024-25 District Contact Information	
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website	www.mdusd.org

2024-25 School Description and Mission Statement
<p>Mission: Ygnacio Valley High School provides a rigorous and culturally responsive learning environment, ensuring equitable opportunities for all students.</p> <p>Vision: Ygnacio Valley High School empowers all students to pursue their college, career, and personal goals. Students will be prepared to think critically, communicate effectively, collaborate openly, and embrace creativity. Graduates will have a global perspective that cultivates self and community advocacy.</p>

2024-25 School Description and Mission Statement

Programs:
Ygnacio Valley High School offers diverse programs to prepare students for college, career, and life.

Education Academy:
This is a college prep, career-oriented three-year program for students interested in the education field. There is a special emphasis on exploration of career and college choices.

Health Pathway:
This is a college prep, career-oriented two-year pathway for students interested in the healthcare field.

International Baccalaureate Program (IB):
Ygnacio Valley High School offers International Baccalaureate Diploma Programme courses. IB courses emphasize critical thinking and understanding content from an international as well as local perspective. All IB courses provide a thorough preparation for college-level academics by developing critical thinking skills. IB also aims to develop other aspects of creating lifelong learners such as community engagement, creative pursuits, and maintaining an active lifestyle.

PLTW ENGINEERING:
The Project Lead the Way (PLTW) engineering program at Ygnacio Valley High School was designed to build a strong foundation for college and career for students interested in engineering and trades. The program’s course engages students in compelling, real-world challenges that not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration and perseverance.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	261
Grade 10	304
Grade 11	267
Grade 12	279
Total Enrollment	1,111

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Asian	4.4
Black or African American	3
Filipino	2.8
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.7
White	5.3
English Learners	33
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	88
Students with Disabilities	16.6

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.90	73.67	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.31	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.10	14.38	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	3.81	58.00	4.33	12115.80	4.41
Unknown/Incomplete/NA	4.90	7.81	71.00	5.30	18854.30	6.86
Total Teaching Positions	63.70	100.00	1340.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.10	79.40	1096.90	84.15	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	3.35	14.80	1.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	4.28	46.50	3.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	5.79	60.40	4.64	11953.10	4.28
Unknown/Incomplete/NA	4.40	7.16	84.70	6.50	15831.90	5.67
Total Teaching Positions	61.80	100.00	1303.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.00	74.93	1019.10	81.44	231142.40	83.24
Intern Credential Holders Properly Assigned	0.70	1.15	12.40	0.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.10	9.95	82.90	6.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	5.25	50.60	4.04	11746.90	4.23
Unknown/Incomplete/NA	5.30	8.68	86.20	6.89	14303.80	5.15
Total Teaching Positions	61.50	100.00	1251.30	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3.00	0.00	1.8
Misassignments	6.10	2.60	4.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	9.10	2.60	6.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.50	1
Local Assignment Options	1.40	2.00	2.2
Total Out-of-Field Teachers	2.40	3.50	3.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.00	6	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.10	0	2.5

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		February 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English:</p> <p>Grade 9 - SAVVAS myPerspectives Adopted 2024</p> <p>Grade 10 - SAVVAS myPerspectives- Adopted 2024</p> <p>Grade 11 - SAVVAS myPerspectives - Adopted 2024</p> <p>Grade 12 - SAVVAS myPerspectives - Adopted 2024</p> <p>AP English Language and Composition:</p> <p>Bedford, Freeman and Worth Ideas in Argument, 2022 - Adopted 2023</p> <p>AP English Literature and Composition:</p> <p>Norton: Introduction to Literature, 14th Edition, 2021 - Adopted 2023</p> <p>English Language Development:</p> <p>ELD Intro, 1, 1A, 2A - Vista Get Ready - Adopted 2024</p> <p>ELD 2 - Vista Engage 2025 Level A - Adopted 2024</p> <p>ELD 3 - Vista Engage 2025 Level B - Adopted 2024</p> <p>ELD 4 - Vista Engage 2025 Level C- Adopted 2024</p> <p>English Learner Academic Language Development Course A - English 3D Course B, Volume 2 2021- Adopted 2024</p> <p>English Learner Academic Language Development Course B - English 3D Course C 2021 -Adopted 2024</p> <p>English Learner Academic Language Development Course C - Adopted 2024</p>	Yes	0
Mathematics	<p>Algebra A/B - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Geometry - Houghton Mifflin: Geometry Big Ideas - Adopted 2015</p> <p>Algebra II - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015</p>	Yes	0

	Algebra II/Trig - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015 Personal Finance - Glencoe/McGraw Hill: Mathematics for Business and Personal Finance - Adopted 2009 Financial Algebra - Financial Algebra: Advanced Algebra with Financial Applications Tax Code Update - Adopted 2023 Pre-Calculus - Glencoe/McGraw Hill: Advanced Mathematical Concepts - Adopted 2009 Pre-Calculus Honors- Pearson Prentice Hall: Precalculus Enhanced with Graphing Utilities - Adopted 2009 AP Calculus - Pearson Prentice Hall: Calculus: Graphical, Numerical, Algebraic - Adopted 2009 Statistics - Pearson: Elementary Statistics - Adopted 2013 AP Statistics - Bedford Freeman and Worth: Practice of Statistics - Adopted 2017		
Science	Living Earth- Miller & Levine: Experience Biology - The Living Earth. Adopted 2020 Chemistry - Glenco Publishing Co: Chemistry: Matter and Change - Adopted 2000 Environmental Science - Pearson/Prentice Hall: Environmental Science - Your World, Your Turn - Adopted 2013 Physics - Pearson/Prentice Hall: Conceptual Physics - Adopted 2000 Physiology - Pearson/Prentice Hall: Essentials of Human Anatomy and Physiology - Adopted 2000 International Baccalaureate Science: Oxford University Press: IB Biology, 2014, 1st Edition - Adopted 2017 Oxford University Press: IB Environmental Systems and Societies, 2015, 1st Edition - Adopted 2017	Yes	0
History-Social Science	World History - Holt McDougal: Modern World History: Patterns of Interaction - Adopted 2015 AP World History - Bedford/St. Martins: Ways of the World: A Global History for AP 2nd Edition - Adopted 2014 U.S. History - McGraw Hill: United States History and Geography - Adopted 2015 Economics - Houghton Mifflin: Economics: Concepts and Choices - Adopted 2014 U.S. Government - Pearson: Magruder's American Government - Adopted 2015 International Baccalaureate History: Oxford University Press: IB History of the Americas, 2015, 1st Edition - Adopted 2017 Worth: Psychology, Myers (2011) - Adopted 2013	Yes	0
Foreign Language	Spanish I - Que Chevere, 2nd Edition 2020, Carnegie Learning Adopted 2022 Spanish II -Que Chevere, 2nd Edition 2020, Carnegie Learning Adopted 2022 Spanish III - Que Chevere, 2nd Edition 2020, Carnegie Learning Adopted 2022 Spanish Honors - Que Chevere, 2nd Edition 2020, Carnegie Learning Adopted 2022 AP Spanish Language and Grammar - Pearson: Abriendo Paso - Adopted 2014	Yes	0

	AP Spanish Language and Grammar - Pearson: Preparing for the AP Exam - Adopted 2014 AP Spanish Literature - Wayside: Azulejo - Adopted 2014 French I - T'es Branche 2nd Edition, 2019, Carnegie Learning, Adopted 2022 French II - T'es Branche 2nd Edition, 2019, Carnegie Learning, Adopted 2022 French III - T'es Branche 2nd Edition, 2019, Carnegie Learning, Adopted 2022 AP French - Pearson/Prentice Hall: Preparing for the Language and Culture Examination - Adopted 2012 AP French - Pearson/Prentice Hall: Allons au-dela - Adopted 2012 German I - Deutsch So Aktuell, 8th Edition, 2023, Carnegie Learning, Adopted 2022 German II - Deutsch So Aktuell, 8th Edition, 2023, Carnegie Learning, Adopted 2022 German III -Deutsch So Aktuell, 8th Edition, 2023, Carnegie Learning, Adopted 2022 AP German - Deutsch So Aktuell, 8th Edition, 2023, Carnegie Learning, Adopted 2022		
Health	Healthy Living--Health, Pearson/Prentice Hall, adopted 2000.	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District 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.

Facilities for Ygnacio Valley High School are adequate and supportive for student learning. Summer of 2022 will bring improvements for roofing replacement and school wide painting with updates and allowing YVHS a modern look.

Year and month of the most recent FIT report

11/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 401: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. BOOK ROOM: 2. VENT COVER IS MISSING. 4. CEILING TILES ARE LOOSE. 7. SENSORS ARE LOOSE FROM CEILING. BOYS LOCKER ROOM: 2. THERMOSTAT COVER IS MISSING. 4. CEILING TILE IS MISSING. 5. GRAFFITI ON INTERIOR WALL. BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. GRAFFITI ON STALL PARTITIONS. 7. SWITCHPLATE IS MISSING(HALLWAY). 15. DOOR

School Facility Conditions and Planned Improvements

				HANDLE IS MISSING ON HALLWAY DOUBLE DOORS.
Interior: Interior Surfaces			X	<p>104: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING.</p> <p>105: 4. CEILING TILES HAVE WATER STAINS. 11. PESTICIDES ARE PRESENT.</p> <p>106: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING.</p> <p>122: 4. HOLE IN WALL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>201: 4. WALL PAPER IS TORN. CEILING TILES ARE STAINED/DAMAGED. FORMICA IS CHIPPING ON CABINETS. HOLE IN WALL. 10. EVACUATION MAP POSTED.</p> <p>202: 4. CEILING TILES ARE LOOSE. 7. EXTENSION CORDS ARE BEING PERMANENTLY USED.</p> <p>203: 4. FORMICA IS CHIPPING ON CABINETS. 11. PAINT IS PEELING ON DOOR.</p> <p>204: 4. FLOOR TILES ARE MISSING.</p> <p>205: 4. CEILING TILES ARE BUCKLING. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING.</p> <p>206: 4. FLOOR TILES ARE SEPARATING</p> <p>207: 4. FORMICA IS CHIPPING ON CABINETS. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS.</p> <p>208: 4. RUBBER MOULDING IS MISSING. FORMICA IS CHIPPING ON CABINETS. PENCIL SHARPENER COVER IS MISSING.</p> <p>212/ CAREER CENTER: 4. CEILING TILES ARE LOOSE. 7. OUTLET COVER IS MISSING.</p> <p>301: 4. PENCIL SHARPENER COVER IS MISSING.</p> <p>302: 4. CEILING TILES ARE BUCKLING. 7. CLOCK IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>303: 4. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING.</p> <p>304/ OFFICE: 4. FLOOR TILES ARE BROKEN.</p> <p>305: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE LOOSE.</p> <p>307: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 5. GRAFFITI ON WALL.</p> <p>312: 4. RUBBER MOLDING IS MISSING/TORN . WALLPAPER IS TORN. FLOOR TILES ARE BROKEN.</p> <p>313: 4. CEILING TILES ARE BUCKLING.</p> <p>314: (USED AS STORAGE) 4. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>402: 4. FLOOR TILES ARE BROKEN. 10. FIRE EEXTINGUISHER IS MISSING. 12. WALL IS RUSTED/DETERIORATING BELOW WINDOWS.</p> <p>404: 4. FORMICA IS CHIPPING ON CABINET. RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>406: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>407: 4. FORMICA IS CHIPPING ON CABINETS. FLOOR TILES ARE SEPARATING.</p> <p>409: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>410: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>411: 4. FLOOR TILES ARE SEPERATING. 15. DOOR HANDLE MISSING (EXTERIOR DOOR).</p> <p>503: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOOR.</p> <p>504: 4. PENCIL SHARPENER COVER IS MISSING. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>505: 4. FLOOR TILES ARE BROKEN.</p> <p>506: 4. WALL PANELING IS CHIPPING.</p> <p>507: 4. CEILING TILES ARE LOOSE. 5. GRAFFITI ON INTERIOR WALL. 7. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD.</p> <p>508: 4. GAPS IN FLOOR TILES. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>512: 4. FLOOR TILES ARE BROKEN.</p> <p>601: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>602: 4. CEILING TILE IS LOOSE. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER MISSING. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>603: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>604: 4. CEILING TILES HAVE WATER STAINS. CARPET IS WORN AND STAINED.</p> <p>605: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>606: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET BOX IS LOOSE.</p> <p>607: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. 15. DOOR HANDLE MISSING. (OUTSIDE). DOOR CLOSER COVER MISSING.</p> <p>608: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE BROKEN.</p> <p>701/ VICE PRINCIPAL: 4. CEILING TILES ARE LOOSE. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>701: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>702: 4. CEILING TILE HAS A HOLE.</p> <p>708/ COUNSELOR: 4. CEILING TILES HAVE WATER STAINS.</p> <p>712/ COUNSELOR: 4. CEILING TILES HAVE WATER STAINS.</p> <p>714/ CONFERENCE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>716/ TREASURER: 4. CEILING TILES ARE LOOSE. 7.SENSOR IS LOOSE FROM CEILING.</p>
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School Facility Conditions and Planned Improvements

			<p>717/ OFFICE: 4. CEILING TILES ARE LOOSE/BROKEN. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>721: 4. CEILING TILES ARE LOOSE.</p> <p>723/ ATTENDANCE: 4. METALTRIM IS LOOSE ON COUNTERTOP(TAPED).</p> <p>731/ OFFICE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN.</p> <p>732/ OFFICE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>737/ OFFICE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.</p> <p>738/ MAIL ROOM: 4. CEILING TILE HAS WATER STAIN.</p> <p>740/ KITCHEN: 4. WALL PANELING IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>744/OFFICE MANAGER: 4. CEILING TILES HAVE WATER STAINS.</p> <p>802: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. OUTLET COVER IS BENT.</p> <p>804: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>BOOK ROOM: 2. VENT COVER IS MISSING. 4. CEILING TILES ARE LOOSE. 7. SENSORS ARE LOOSE FROM CEILING.</p> <p>BOYS LOCKER ROOM: 2. THERMOSTAT COVER IS MISSING. 4. CEILING TILE IS MISSING. 5. GRAFFITI ON INTERIOR WALL.</p> <p>BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN. 5. GRAFFITI ON INTERIOR WALL.</p> <p>GYM: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING.</p> <p>IC5: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 10. PLUG IN AIR FRESHENER. 13. METAL COVERED WALKWAY IS DAMAGED.</p> <p>IC7: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. RUBBER MOULDING IS LOOSE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>KITCHEN: 4. CEILING TILES ARE LOOSE. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>M2: 4. HOLES IN FLOOR TILES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>M3: 4. FLOOR HAS A HOLE. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 5. ROOM IS VERY DIRTY/UNKEPT.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED.</p> <p>PREP/ STORAGE: (NO ROOM ID). 4. CEILING TILE IS LOOSE.</p> <p>PREP/ STORAGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>PREP/ STORAGE: 4. FLOOR TILES ARE BROKEN.</p> <p>REST ROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE MISSING.</p> <p>REST ROOM: 4. WATER DAMAGE TO WALL.</p> <p>S1: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. PIPE IN FLOOR IS CREATING A</p>
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School Facility Conditions and Planned Improvements

				<p>TRIP HAZARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EXIT IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL. S2: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVERS ARE MISSING. S3/ SPORTS MEDICINE: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOORFRAME. S4: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. STAFF ROOM: 4. FLOOR TILES ARE BROKEN. VICE PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. WEIGHT ROOM/S6: 4. RUBBER MOULDING IS MISSING.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>307: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 5. GRAFFITI ON WALL. 403: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 507: 4. CEILING TILES ARE LOOSE. 5. GRAFFITI ON INTERIOR WALL. 7. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD. 605: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 713/ OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 740/ KITCHEN: 4. WALL PANELING IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS LOCKER ROOM: 2. THERMOSTAT COVER IS MISSING. 4. CEILING TILE IS MISSING. 5. GRAFFITI ON INTERIOR WALL. BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. GRAFFITI ON STALL PARTITIONS. 7. SWITCHPLATE IS MISSING(HALLWAY). 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS. BOYS REST ROOM: 4. FLOOR TILES ARE BROKEN. 5. GRAFFITI ON INTERIOR WALL. GIRLS REST ROOM: 5. GRAFFITI ON INTERIOR WALL. IC4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. M2: 4. HOLES IN FLOOR TILES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. M3: 4. FLOOR HAS A HOLE. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 5. ROOM IS VERY DIRTY/UNKEPT. S1: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. PIPE IN FLOOR IS CREATING A TRIP HAZARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EXIT IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL. STORAGE: 5. ROOM IS OVERLY CLUTTERED.</p>

School Facility Conditions and Planned Improvements

<p>Electrical</p>		<p>X</p>	<p>101: 7. CLOCK IS NOT FUNCTIONING. 12. CRACK IN INTERIOR WALL. 102: 7. CLOCK IS NOT FUNCTIONING. ELECTRICAL COVER IS MISSING. OUTLET COVER IS MISSING. OUTLET COVER IS MISSING. 106: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING. 110: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN INTERIOR WALL. 121: 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 122: 4. HOLE IN WALL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 202: 4. CEILING TILES ARE LOOSE. 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 207: 4. FORMICA IS CHIPPING ON CABINETS. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS. 210/ CAREER CENTER: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT. 212/ CAREER CENTER: 4. CEILING TILES ARE LOOSE. 7. OUTLET COVER IS MISSING. 302: 4. CEILING TILES ARE BUCKLING. 7. CLOCK IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 305: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE LOOSE. 306: 7. CORDS ARE CREATING TRIP HAZARDS. 309: 7. LIGHT DIFFUSER IS LOOSE. 311: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 401: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 403: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 408: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING. 409: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 502: 7. OUTLET COVER IS MISSING. SENSOR IS LOOSE FROM CEILING. 10. MULTIPLE BURNED CANDLES ARE PRESENT. FIRE EXTINGUISHER IS MISSING. 15. ONE DOOR HANDLE ON DOUBLE DOORS IS MISSING (HALLWAY). 504: 4. PENCIL SHARPENER COVER IS MISSING. 7. SENSOR IS LOOSE FROM CEILING. 507: 4. CEILING TILES ARE LOOSE. 5. GRAFFITI ON INTERIOR WALL. 7. EXTENSION CORD IS</p>
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School Facility Conditions and Planned Improvements

			<p>BEING PERMANENTLY USED CREATING A TRIP HAZARD.</p> <p>514: 7. CLOCK IS NOT FUNCTIONING. 11. PAINT IS CHIPPING ON DOORFRAME.</p> <p>602: 4. CEILING TILE IS LOOSE. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER MISSING. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>701/ VICE PRINCIPAL: 4. CEILING TILES ARE LOOSE. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>703: 7. ETHERNET COVER IS MISSING. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>716/ TREASURER: 4. CEILING TILES ARE LOOSE. 7.SENSOR IS LOOSE FROM CEILING.</p> <p>717/ OFFICE: 4. CEILING TILES ARE LOOSE/BROKEN. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>802: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. OUTLET COVER IS BENT.</p> <p>804: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>805: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN CANDLE WARMER. 15. WEATHER STRIPPING IS MISSING.</p> <p>BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. GRAFFITI ON STALL PARTITIONS. 7. SWITCHPLATE IS MISSING(HALLWAY). 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS.</p> <p>KITCHEN: 4. CEILING TILES ARE LOOSE. 7. SENSOR IS LOOSE FROM CEILING.</p> <p>OFFICE: 7. SENSOR IS LOOSE FROM CEILING.</p> <p>S2: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVERS ARE MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>805: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN CANDLE WARMER. 15. WEATHER STRIPPING IS MISSING.</p> <p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p>
Safety: Fire Safety, Hazardous Materials		X	<p>105: 4. CEILING TILES HAVE WATER STAINS. 11. PESTICIDES ARE PRESENT.</p> <p>107: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>

School Facility Conditions and Planned Improvements

			<p>121: 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>122: 4. HOLE IN WALL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>201: 4. WALL PAPER IS TORN. CEILING TILES ARE STAINED/DAMAGED. FORMICA IS CHIPPING ON CABINETS. HOLE IN WALL. 10. EVACUATION MAP POSTED.</p> <p>203: 4. FORMICA IS CHIPPING ON CABINETS. 11. PAINT IS PEELING ON DOOR.</p> <p>210/ CAREER CENTER: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>302: 4. CEILING TILES ARE BUCKLING. 7. CLOCK IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>310: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>314: (USED AS STORAGE) 4. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>402: 4. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 12. WALL IS RUSTED/DETERIORATING BELOW WINDOWS.</p> <p>404: 4. FORMICA IS CHIPPING ON CABINET. RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>405: 10. PLUG IN AIR FRESHENER. 11. PESTICIDES ARE PRESENT.</p> <p>406: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>408: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>410: 4. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>502: 7. OUTLET COVER IS MISSING. SENSOR IS LOOSE FROM CEILING. 10. MULTIPLE BURNED CANDLES ARE PRESENT. FIRE EXTINGUISHER IS MISSING. 15. ONE DOOR HANDLE ON DOUBLE DOORS IS MISSING (HALLWAY).</p> <p>503: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOOR.</p> <p>508: 4. GAPS IN FLOOR TILES. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>514: 7. CLOCK IS NOT FUNCTIONING. 11. PAINT IS CHIPPING ON DOORFRAME.</p> <p>601: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>602: 4. CEILING TILE IS LOOSE. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER MISSING. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>603: 4. RUBBER MOLDING IS MISSING. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOORFRAME.</p>
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School Facility Conditions and Planned Improvements

			<p>606: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET BOX IS LOOSE.</p> <p>607: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. 15. DOOR HANDLE MISSING. (OUTSIDE). DOOR CLOSER COVER MISSING.</p> <p>701: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>703: 7. ETHERNET COVER IS MISSING. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>722/ OFFICE: 10. BURNED CANDLE IS PRESENT.</p> <p>801: 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>804: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>805: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN CANDLE WARMER. 15. WEATHER STRIPPING IS MISSING.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON DOOR.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON DOORFRAME.</p> <p>IC5: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 10. PLUG IN AIR FRESHENER. 13. METAL COVERED WALKWAY IS DAMAGED.</p> <p>IC7: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. RUBBER MOULDING IS LOOSE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED.</p> <p>S1: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. PIPE IN FLOOR IS CREATING A TRIP HAZARD. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ONE EXIT IS BLOCKED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>S3/ SPORTS MEDICINE: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOORFRAME.</p>
Structural: Structural Damage, Roofs	X		<p>101: 7. CLOCK IS NOT FUNCTIONING. 12. CRACK IN INTERIOR WALL.</p> <p>110: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN INTERIOR WALL.</p> <p>402: 4. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 12. WALL IS RUSTED/DETERIORATING BELOW WINDOWS.</p> <p>ADMIN: 13. METAL COVERED WALKWAY IS DAMAGED (THROUGHOUT CAMPUS).</p> <p>IC5: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 10. PLUG IN AIR FRESHENER. 13. METAL COVERED WALKWAY IS DAMAGED.</p>

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			207: 4. FORMICA IS CHIPPING ON CABINETS. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS. 411: 4. FLOOR TILES ARE SEPERATING. 15. DOOR HANDLE MISSING (EXTERIOR DOOR). 502: 7. OUTLET COVER IS MISSING. SENSOR IS LOOSE FROM CEILING. 10. MULTIPLE BURNED CANDLES ARE PRESENT. FIRE EXTINGUISHER IS MISSING. 15. ONE DOOR HANDLE ON DOUBLE DOORS IS MISSING (HALLWAY). 607: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. 15. DOOR HANDLE MISSING. (OUTSIDE). DOOR CLOSER COVER MISSING. 805: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. PLUG IN CANDLE WARMER. 15. WEATHER STRIPPING IS MISSING. BOYS REST ROOM: 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS. BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. GRAFFITI ON STALL PARTITIONS. 7. SWITCHPLATE IS MISSING(HALLWAY). 15. DOOR HANDLE IS MISSING ON HALLWAY DOUBLE DOORS. LIBRARY: 15. DOOR HANDLE IS MISSING.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	38	46	45	46	47
Mathematics (grades 3-8 and 11)	6	8	36	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	238	95.20	4.80	38.40
Female	125	120	96.00	4.00	40.00
Male	125	118	94.40	5.60	36.75
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	187	95.90	4.10	37.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	17	15	88.24	11.76	53.33
English Learners	76	68	89.47	10.53	4.48
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	138	93.88	6.12	36.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	32	88.89	11.11	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	240	96.39	3.61	8.33
Female	125	123	98.40	1.60	6.50
Male	124	117	94.35	5.65	10.26
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	9.09
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	186	95.88	4.12	5.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	17	16	94.12	5.88	12.50
English Learners	76	71	93.42	6.58	2.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	141	96.58	3.42	7.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	30	83.33	16.67	3.33

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	15.63	15.37	30.54	31.74	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	536	502	93.66	6.34	15.38
Female	273	263	96.34	3.66	13.51
Male	263	239	90.87	9.13	17.45
American Indian or Alaska Native	0	0	0	0	0
Asian	24	21	87.50	12.50	4.76
Black or African American	17	17	100.00	0.00	11.76
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	426	399	93.66	6.34	13.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	16.67
White	37	33	89.19	10.81	36.36
English Learners	167	151	90.42	9.58	0.68
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	392	370	94.39	5.61	13.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	69	79.31	20.69	1.52

2023-24 Career Technical Education Programs

CTE Courses in a pathway

Education
Education I
ROP Teaching - A-G; Early College Credit
ROP Careers in Teaching

Health Care
Health Science II - Early College Credit
Health Science Emergency Medicine - A-G; Early College Credit

Engineering
Engineering Essentials
Introduction to Engineering Design - A-G
Honors Computer Integrated Manufacturing - A-G

2023-24 Career Technical Education Programs

Other CTE Courses not in a pathway
ROP Sports Medicine
Career Transitions
Photo Arts I
Photo Arts II

The Career Technical courses provide students real world experiences that make what they learn more relevant. Students are exposed to possible careers in the different industry sectors they are pursuing through meaningful work based learning such as guest speakers, field trips, job shadows, and internships. This exposure to possible careers enables students to begin to see a connection to their academic courses and their career interests. It also helps students develop a pathway from MDUSD schools to college, career training and/or employment.

All students have access to the career pathway courses, including special populations. Students within the career pathway courses also have access to meaningful work based learning experiences, including guest speakers, field trips, job shadows and internships.

Measurable outcomes for the career pathway program includes rate of pathway completion, graduation rate, A-G completion, early college credit, and participation in meaningful work based learning experiences.

Heather Fontanilla, Administrator of Career Pathways, is in charge of the Mt. Diablo Business Education Alliance (MDBEA), the district advisory committee. Industry sectors involved are education, health care, culinary & tourism, engineering, building trades, transportation digital media and information communication technology. YVHS teachers, Thatcher Palmer, lead Education teacher and Joseph Alvarico, lead Engineering teacher assist in organizing and facilitating the meetings.

The advisory committee is made up of the following organizations:

Construction/Manufacturing/Engineering
Tim Lipscomb – Northern California Carpenters Regional Center
Brian Mapel – BMA Construction Engineers
Nichol Carranza - Marathon
Ivan Elizondo – Dow Chemical
April Treece – Bay Area LEEDs
Doug Bleakly – Sustainable Contra Costa
John Pock – Northern California Carpenters Regional Council
Rashid Yahya – Pacific States Aviation
Todd Bradford – ENGEO
Xin Chen – Zen Toolworks
Kyle Swarens – Northern California Carpenters Union

Arts, Media & Entertainment/ICT
Nancy Sinsel – Red Dog Graphics
Lynn Koellermeier – Signature d'Sign
Chris Verdugo – Contra Costa Television
Mark Hall – Net Solutions
Martin Rollinson – martin@rollinsonadvertising.com –Rollinson Advertising

Health Care
Shannon Ladner - Beasley - Contra Costa County Health
Teresa Dade Boone – Contra Costa County Health
Sharon Jenkins – John Muir Health
Eli Gilbert – East Bay CPR
Zulay Loftin – Loftin Dental
Jake Olson – Owens & Minor
Izaak Ramirez – LifeLong Medical
Jamie Elmasu – John Muir Health
Caroline Kindrick, – Stat Med

Hospitality & Culinary
Ben Palazzolo – Pacific Coast Farmers Market Association

2023-24 Career Technical Education Programs

Doug Marsh – Sysco
Joe Stein – Sunrise Bistro
Nicole Szilagyi – Crowne Plaza Hotel
Doug Bleakly – Sustainable Contra Costa
Hector Barragan – Los Rancheros Market
Ben Lavender – Central Sanitation
Brian Adkins – Sysco
Mark Howard -- Sysco
Education
Ilana Samuels - Sandy Hook Promise
Cristene Burr – Junior Achievement

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	454
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	96.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.92
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	24.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.6	89	91.2	91.2	89.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
<p>At Ygnacio Valley High School, we are committed to fostering meaningful partnerships with families and provide multiple opportunities for parents and guardians to engage in their child’s education and support our school community. These opportunities include the following:</p> <p>The School Site Council (SSC) is a collaborative group of parents, teachers, students, and staff that works together to develop, review, and approve the Single Plan for Student Achievement (SPSA) and guide the allocation of resources to support student success.</p> <p>The English Learner Advisory Committee (ELAC) provides input on programs, services, and policies that support the success of English learner students.</p> <p>The Parent Teacher Student Association (PTSA) partners with parents, teachers, and students to support school programs, organize events, and enhance community involvement.</p> <p>Report Card Night, held once each semester, allows parents to meet with teachers to discuss student progress, celebrate achievements, and identify areas for growth.</p> <p>These opportunities provide parents with meaningful ways to contribute to their child’s education and play an active role in the success of Ygnacio Valley High School.</p>

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.9	9.0	5.6	8.3	13.3	12.3	7.8	8.2	8.9
Graduation Rate	88.1	86.7	89.5	88.3	85.0	86.0	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	286	256	89.5
Female	150	138	92.0
Male	135	118	87.4
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	14	11	78.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	231	210	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	16	80.0
English Learners	109	90	82.6
Foster Youth	--	--	--
Homeless	30	24	80.0
Socioeconomically Disadvantaged	263	243	92.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	35	71.4

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1235	1171	366	31.3
Female	603	572	187	32.7
Male	631	598	179	29.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	59	52	19	36.5
Black or African American	38	34	9	26.5
Filipino	31	31	4	12.9
Hispanic or Latino	985	941	301	32.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	13	65.0
White	66	59	11	18.6
English Learners	432	401	150	37.4
Foster Youth	--	--	--	--
Homeless	61	57	31	54.4
Socioeconomically Disadvantaged	1083	1038	330	31.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	212	198	81	40.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.78	9.22	8.18	3.07	3.98	4.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.15	0.16	0	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.18	0.16
Female	6.14	0.00
Male	9.98	0.32
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	15.25	0.00
Black or African American	18.42	0.00
Filipino	3.23	0.00
Hispanic or Latino	7.31	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.81	4.76
White	4.55	0.00
English Learners	12.50	0.46
Foster Youth	0.00	0.00
Homeless	24.59	1.64
Socioeconomically Disadvantaged	8.31	0.18
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.26	0.00

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

2024-25 School Safety Plan

The Safety Plan is reviewed annually each spring by the School Site Council. Ygnacio Valley High School staff, students, and parents work collaboratively to foster a positive culture where all students feel safe and supported. We are committed to maintaining a welcoming school climate that promotes safety and inclusivity. The Safety Plan also outlines comprehensive

2024-25 School Safety Plan

emergency procedures, including protocols for fire, earthquakes, and intruder alerts.

The current Ygnacio Valley High School Safety Plan was approved by the School Site Council on January 16, 2025.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	23	24	12
Mathematics	26	14	10	22
Science	23	15	22	7
Social Science	25	15	11	16

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	14	34	6
Mathematics	26	14	19	10
Science	25	10	23	3
Social Science	25	12	17	10

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	19	28	6
Mathematics	23	18	24	4
Science	24	10	20	3
Social Science	23	18	15	11

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	370.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1.8
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 18,061.29	\$ 7,745.79	\$ 10,315.50	\$ 67,938.04
District	N/A	N/A	\$ 9,647.66	\$88,805
Percent Difference - School Site and District	N/A	N/A	2.10	-200.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2023-24 Types of Services Funded

Ygnacio Valley High School provides a wide range of student support services, including a School Librarian, Community Services Coordinator, Counselors, Psychologists, a College and Career Advisor, a Social Worker, and Special Education programs. Additionally, all students are provided with 1:1 Chromebooks to support their learning.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,556	\$56,573
Mid-Range Teacher Salary	\$80,845	\$87,186
Highest Teacher Salary	\$107,964	\$119,665
Average Principal Salary (Elementary)	\$125,682	\$148,486
Average Principal Salary (Middle)	\$134,930	\$154,835
Average Principal Salary (High)	\$143,368	\$170,008
Superintendent Salary	\$305,000	\$338,699
Percent of Budget for Teacher Salaries	29.99	31.41
Percent of Budget for Administrative Salaries	4.8	4.86

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	3.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

The district offers a variety of staff development programs for teachers and administrators, tailored to address assessed needs. Staff development is scheduled for two days before the school year begins and one buy-back day during the school year. Additionally, Ygnacio Valley High School holds weekly professional development meetings. Professional development training includes:

Professional Development

- Implementing Multi-Tiered Systems of Support (MTSS)
- Promoting Educational Equity
- Utilizing Data-Driven Instruction
- Increasing Rigor in Instructional Practices
- Building Instructional Leadership Teams
- Engaging in Student-Centered Talk in the Classroom
- Analyzing Data Reports with Assessment Systems

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3