

Concord High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Concord High School
Street	4200 Concord Blvd.
City, State, Zip	Concord, CA 94521
Phone Number	(925) 687-2030
Principal	Julene MacKinnon
Email Address	mackinnonj@mdusd.org
School Website	chs.mdusd.org
County-District-School (CDS) Code	07617540731836

2023-24 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

2023-24 School Description and Mission Statement

Concord High School is proud to carry the community's namesake and represent the city of Concord. Since 1966, our school has taken pride in creating a campus that is rich with experiences and opportunities for students to prepare themselves for their futures. As the times have changed, CHS has maintained its commitment to providing a well rounded and rigorous academic program for all of its students.

Over the years, several programs have been implemented to accomplish this. Some of the unique programs that CHS offers include an Engineering Pathway, AVID, Instrumental and Choir music programs, academic and extracurricular clubs, Leadership, Link Crew, Industrial and Manufacturing programs, Bilingual Ambassadors, Athletics, and Work Experience. In 2021-22, a Learning Acceleration Credit Recovery program was developed to keep students on track, while earning credits for recovery. Concord High also has a wide variety of academic and elective course offerings to meet the diverse interests of the students.

One of the most important priorities at CHS is safety and student support. We offer support services to our students through mental health programs, school based Counselors, and local non profit mental health organizations. We acknowledge that a student's emotional health will dramatically impact their physical well-being and therefore their ability to be successful in school. We are committed to providing our students with the support and resources they need to graduate high school and become responsible, well-rounded individuals. We work diligently with families and students to help make a difference.

Concord High School Mission Statement: We are a community that strives to inspire independent critical thinkers who are academically, emotionally, socially, and physically prepared to become contributing members of a global society.

MDUSD Graduate Profile

Effective Communicator: Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.

Community Contributor: Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

Complex Thinker: Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on

2023-24 School Description and Mission Statement

multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.

Effective & Ethical User of Technology: Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.

Self-Directed Learner: Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.

Global Citizen and Responsible Worker: Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

Health & Wellness Advocate: Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	277
Grade 10	298
Grade 11	298
Grade 12	294
Total Enrollment	1,167

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	52.6%
American Indian or Alaska Native	0.3%
Asian	4.3%
Black or African American	3.6%
Filipino	4.7%
Hispanic or Latino	56.2%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	5.6%
White	21.7%
English Learners	17.5%
Foster Youth	0.3%
Homeless	0.9%
Socioeconomically Disadvantaged	42%
Students with Disabilities	20%

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)	52.10	89.89	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	3.90	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.76	58.00	4.33	12115.80	4.41
Unknown	3.10	5.43	71.00	5.30	18854.30	6.86
Total Teaching Positions	57.90	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)	49.60	84.32	1096.90	84.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.80	1.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	2.06	46.50	3.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	0.71	60.40	4.64	11953.10	4.28
Unknown	7.50	12.88	84.70	6.50	15831.90	5.67
Total Teaching Positions	58.80	100.00	1303.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	2.20	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.20	1.20

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.40	0.40
Total Out-of-Field Teachers	0.40	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each year we evaluate the sufficiency of our textbook availability for our students. The process includes auditing the number of students enrolled in each course and ensuring that there are sufficient textbooks for the enrollment. If sufficient textbooks are not available, the Instructional Media Assistant, who manages the textbooks, makes arrangements with other sites or the District warehouse to order/acquire the needed textbooks. Although we are not a Williams Act school, we are held to the Williams Act for our students and must abide by the laws that are put forth by this legislation. The textbook sufficiency process is effective and we have been able to ensure our students have the materials they need.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	<p>English:</p> <p>Grade 9 - Prentice Hall: Timeless Voices, Timeless Themes - Gold - Adopted 2000</p> <p>Grade 10 - Prentice Hall: Timeless Voices, Timeless Themes - Platinum - Adopted 2000</p> <p>Grade 11 - Prentice Hall: Timeless Voices, Timeless Themes - The American Experience - Adopted 2000</p> <p>Grade 12 - Prentice Hall: Timeless Voices, Timeless Themes - The British Tradition - Adopted 2000</p> <p>AP English Language and Composition: Bedford/St. Martins: The Language of Composition: Reading, Writing and Rhetoric - Adopted 2012 Bedford/St. Martins: Fifty Essays: A Portable Anthology</p> <p>AP English Literature and Composition: Bedford/St. Martins: The Bedford Reader</p> <p>English Language Development: ELD Intro, 1, 1A, 2A - Hampton-Brown: Edge: Fundamentals - Adopted 2008 ELD 2 - Hampton-Brown: Edge: Reading, Writing and Language Level A - Adopted 2008 ELD 3 - Hampton-Brown: Edge: Reading, Writing and Language Level B - Adopted 2008 ELD 4 - Hampton-Brown: Edge: Reading, Writing and Language Level C - Adopted 2008</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> <p>Algebra II/Trig - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015</p> <p>Personal Finance - Glencoe/McGraw Hill: Mathematics for Business and Personal Finance - Adopted 2009</p> <p>Pre-Calculus - McGraw Hill: Advanced Mathematical Concepts</p> <p>AP Pre-Calculus - Pearson Prentice Hall: Precalculus Enhanced with Graphing Utilities 5e - Adopted 2009</p> <p>AP Calculus - Pearson Prentice Hall: Calculus: Graphical, Numerical, Algebraic AP Edition - Adopted 2009</p> <p>Statistics - Pearson: Elementary Statistics - Adopted 2013</p> <p>AP Statistics - Bedford Freeman and Worth: Practice of Statistics - Adopted 2017</p>	Yes	0
Science	<p>Living Earth - Miller & Levine: Experience Biology, The Living Earth</p> <p>AP Biology - Pearson/Prentice Hall: Advanced Placement Biology (9th Edition) - Adopted 2013</p> <p>Biotechnology - EMC/Paradigm Publishing: Biotechnology: Science for the New Millennium - Adopted 2013</p>	Yes	0

	<p>Chemistry of the Earth - Experience Chemistry, In the Earth System</p> <p>Chemistry Honors - Houghton Mifflin: Chemistry (7th Edition) - Adopted 2000</p> <p>Physics - McGraw Hill: Inspire Physics</p> <p>Honors Physics - Cengage: College Physics</p> <p>Physiology - Pearson/Prentice Hall: Essentials of Human Anatomy and Physiology - Adopted 2000</p> <p>Zoology - McGraw-Hill: Zoology 11th Edition</p>		
History-Social Science	<p>World History - Holt McDougal: Modern World History: Patterns of Interaction - Adopted 2015</p> <p>AP World History - Bedford/St. Martins: Ways of the World: A Global History for AP 2nd Edition - Adopted 2014; W.H. Freeman: Strive for a 5 Prep Book</p> <p>U.S. History - McGraw Hill: United States History and Geography - Adopted 2015</p> <p>AP U.S. History - W. W. Norton: Give Me Liberty - Adopted 2015</p> <p>Economics - Houghton Mifflin: Economics: Concepts and Choices - Adopted 2014</p> <p>AP Economics - Bedford/Worth: Krugman's Economics for AP - Adopted 2014</p> <p>Honors/U.S. Government - Pearson: Magruder's American Government - Adopted 2015</p> <p>AP Psychology - Worth: Psychology, Myers (2011 Edition) - Adopted 2013</p> <p>Sociology - Holt, Rinehart & Winston: Sociology: The Study of Human Relationships - Adopted 2005</p>	Yes	0
Foreign Language	<p>Spanish I - Carnegie Learning: Que Chevere Level 1</p> <p>Spanish II - Carnegie Learning: Que Chevere Leve2</p> <p>Spanish III - Carnegie Learning: Que Chevere Level 3</p> <p>Honors Spanish - Carnegie Learning: Que Chevere Level 4</p> <p>AP Spanish Language and Grammar - Pearson: Abriendo Paso Temas y Lecturas; Pearson: Abriendo Paso Gramática; Preparing for the AP Exam</p> <p>Spanish for Spanish Speakers 1 - Carnegie Learning: En Voz Alta Level 1</p> <p>Spanish for Spanish Speakers 2 - Carnegie Learning: En Voz Alta Level 2</p> <p>ASL 1 - Dawn Sign Press: Signing Naturally Level 1</p> <p>ASL 2 - Dawn Sign Press: Signing Naturally Level 2</p> <p>ASL 3 - Dawn Sign Press: Signing Naturally Level 3</p>	Yes	0

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.

Year and month of the most recent FIT report

12/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			602: 2. VENT COVER IS MISSING. 4. PAPER TOWEL DISPENSER COVER IS MISSING. CEILING TILE HAS A WATER STAIN. RUBBER MOULDING IS MISSING. CEILING TILE IS MISSING (HALLWAY). LOCKER IS BROKEN (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.
Interior: Interior Surfaces			X	202: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 12. CRACK IN HALLWAY WALL. 203: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 204: 4. PENCIL SHARPENER COVER IS MISSING. RUBBER COVING/MOLDING IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 205: 4. CEILING TILES ARE TORN. 10. PLUG IN AIR FRESHENER. 206: 4. WALL TILES ARE MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS HIDDEN. PLUG IN AIR FRESHENER IS PRESENT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 207: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. (HALLWAY DOUBLE DOORS) 7. ELECTRICAL COVERS ARE MISSING. 208: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN. 10. PLUG IN AIR FRESHENER IS PRESENT. 209: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. 210: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. 211: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. OUTLET COVER IS MISSING. 212: 4. CEILING TILE IS TORN. 7. ELECTRICAL COVER IS MISSING. 301: 4. CEILING TILES ARE TORN. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.

School Facility Conditions and Planned Improvements

302: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

303: 4. HOLE IN CEILING TILE.

304: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS.(HALLWAY)

305: 4. CEILING TTILE IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 12. CRACK IN HALLWAY WALL.

306: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLES IN WALL. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED CREATING A TRIP HAZARD.

307: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE.

308: 4. RUBBER MOULDING IS MISSING. 7. CORDS ARE CREATING TRIP HAZARDS. ETHERNET COVER IS MISSING.

311: 4. CEILING TILE IS MISSING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH.

312: 4. CEILING TILE IS MISSING (ALSO IN HALLWAY). CEILING TILE T-BAR IS LOOSE. DRYWALL IS CHIPPING EXPOSING METAL.

313: 4. CEILING TILE T-BAR IS LOOSE. CEILING TILES ARE MISSING (HALLWAY). PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVER IS MISSING.

314: 4. CEILING TILE IS MISSING (HALLWAY).

401: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 10. EXTERIOR FIRE SPEAKER IS BROKEN. 14. TRIP HAZARD ON WALKWAY.

402: 4. CEILNG TILE IS TORN AND LOOSE. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING.

403: 4. FLOOR TILES ARE BROKEN.

404: 4. CEILING TILE HAS A HOLE.

405: 4. CEILING TILE HAS A WATER STAIN. COUNTERTOP IS DAMAGED.

406: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING.

502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE TORN. CEILING TILE TBAR IS LOOSE.

503: 4. RUBBER COVING/MOLDING IS TORN. CEILING TILES ARE MISSING. 9. FAUCET HAS A LOW FLOW.

504: 4. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR. 9. SINK BASIN IS RUSTED.

505: 4. CEILING TILE HAS A HOLE.

506: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.

507: 4. CEILING TILES ARE BROKEN. RUBBER COVING/MOLDING IS MISSING. 7. CORDS ARE CREATING TRIP HAZARDS. 9. FAUCET HAS A LOW FLOW.

School Facility Conditions and Planned Improvements

508: 4. CEILING TILE HAS A HOLE. 9. FAUCET HAS A LOW FLOW.

509: 4. CEILING TILE HAS A WATER STAIN. DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

510: 4. CEILING TILE IS MISSING.

512: 4. CEILING TILE IS BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT.

513: 4. CEILING TILES ARE LOOSE. (HALLWAY) 10. MULTIPLE PLUG IN AIR FRESHENERS ARE PRESENT.

601: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED.

602: 2. VENT COVER IS MISSING. 4. PAPER TOWEL DISPENSER COVER IS MISSING. CEILING TILE HAS A WATER STAIN. RUBBER MOULDING IS MISSING. CEILING TILE IS MISSING (HALLWAY). LOCKER IS BROKEN (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.

603: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. WALL TILES ARE BROKEN/MISSING (HALLWAY). 9. FAUCET HANDLE IS MISSING.

604: 2. VENT COVER IS MISSING. 4. WALL TILE IS MISSING (HALLWAY). CEILING TILES HAVE WATER STAINS. 10. MULTIPLE BURNED CANDLES ARE PRESENT. 11. PAINT IS PEELING ON INTERIOR WALL.

605: 4. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING.(HALLWAY)

606: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES AND CHEMICALS.

607: 4. COUNTERTOP IS CHIPPING. WALL TILES ARE MISSING.(HALLWAY) CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HANDLE IS DETERIORATING. FAUCET HAS A DRIP.

608: 4. CEILING TILE IS DAMAGED. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN (HALLWAY ENTRY).

701: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.

702: 4. WALLPAPER IS TORN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. PLUG IN AIR FRESHENER.

705: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.

707: 4. RUBBER MOLDING IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. MULTIPLE PLUG IN AIR FRESHENERS.

709: 4. WINDOW TRIM IS MISSING. WALLPAPER IS TORN. PENCIL SHARPENER COVER IS MISSING. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO

School Facility Conditions and Planned Improvements

FLOW. 10. PLUG IN AIR FRESHENER. FIRE EXTINGUISHER IS NOT MOUNTED.
 715: 4. RUBBER TRIM IS MISSING AT CARPET TILE SEAM. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.
 801: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE.
 802: 4. CEILING TILES HAVE WATER STAINS.
 803: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
 ADMIN: 4. CEILING TILES HAVE HOLES. CEILING TILE AND T-BAR ARE LOOSE. CEILING TILES HAVE WATER STAINS.
 ATTENDANCE: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILE IS LOOSE.
 BAND: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER IS MISSING.
 BOYS REST ROOM: 4. WALL TILE IS BROKEN (ENTRYWAY). FLOOR TILES ARE BROKEN/MISSING (ENTRYWAY).
 COUNSELING CENTER: 4. CEILING HATCH IS LOOSE/BROKEN.
 DANCE/ WRESTLING: 4. CEILING TILE IS BROKEN. 10. NO ROOM ID.
 GIRLS REST ROOM: 4. OLD SOAP DISPENSER BRACKET IS RUSTED CREATING AN INJURY HAZARD.
 GIRLS REST ROOM: 4. WALL TILES ARE MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.) 9. SINK CAPS ARE MISSING.
 GYM: 4. CEILING TILE IS MISSING. WALL TILES ARE MISSING. 7. THREE LIGHT PANELS ARE OUT.
 LIBRARY/ COLLEGE & CAREER CENTER: 4. CEILING TILES HAVE WATER STAINS. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS MISSING.
 MENS LOCKER ROOM: 4. WALL TILES ARE BROKEN. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING.
 MPR: 4. FLOOR TILES ARE BROKEN.
 OFFICE: 4. CEILING TILE IS DAMAGED. 7. ETHERNET BOX IS LOOSE FROM WALL.
 OFFICE: 4. FLOOR TILES ARE DAMAGED.
 PRINCIPAL: 4. CEILING TILE IS BROKEN.
 REGISTRAR: 4. CEILING TILES HAVE WATER STAINS.
 RESEARCH LAB: 4. CEILING TILES HAVE WATER STAINS.

School Facility Conditions and Planned Improvements

			<p>TREASURER: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>WOMENS LOCKER ROOM: 4. FLOOR TILES ARE BROKEN (ENTRYWAY). 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>WORKROOM / 515: 4. FLOOR TILES ARE BROKEN.(HALLWAY)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>203: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES ARE DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>301: 4. CEILING TILES ARE TORN. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>302: 4. CEILING TILE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>311: 4. CEILING TILE IS MISSING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>504: 4. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR. 9. SINK BASIN IS RUSTED.</p> <p>506: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.</p> <p>509: 4. CEILING TILE HAS A WATER STAIN. DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>701: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.</p> <p>706: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCETS HAVE NO FLOW.</p> <p>717: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM ID IS DAMAGED.</p> <p>BAND: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER IS MISSING.</p> <p>BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. ROOM A STRONG URINE ODOR. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>CHORAL: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>MENS REST ROOM: 5. ROOM HAS A STRONG ODOR. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>SNACK BAR: 4. CEILING TILE HAS A WATER STAIN AND IS DAMAGED.</p> <p>WORKROOM (600): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON COVERED WALKWAY SUPPORT POSTS.</p>

School Facility Conditions and Planned Improvements

<p>Electrical</p>		<p>X</p>	<p>201: 4. CEILING TILES ARE BROKEN. 7. ELECTRICAL BOX IS LOOSE. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 206: 4. WALL TILES ARE MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS HIDDEN. PLUG IN AIR FRESHENER IS PRESENT. 11. IMPROPERLY STORED CLEANING SUPPLIES. 207: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. (HALLWAY DOUBLE DOORS) 7. ELECTRICAL COVERS ARE MISSING. 211: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. OUTLET COVER IS MISSING. 212: 4. CEILING TILE IS TORN. 7. ELECTRICAL COVER IS MISSING. 301: 4. CEILING TILES ARE TORN. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 305: 4. CEILING TILE IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 12. CRACK IN HALLWAY WALL. 306: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. HOLES IN WALL. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 308: 4. RUBBER MOULDING IS MISSING. 7. CORDS ARE CREATING TRIP HAZARDS. ETHERNET COVER IS MISSING. 310: 7. CORDS ARE CREATING TRIP HAZARDS. 313: 4. CEILING TILE T-BAR IS LOOSE. CEILING TILES ARE MISSING (HALLWAY). PENCIL SHARPENER COVER IS MISSING. 7. OUTLET COVER IS MISSING. 406: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING. 506: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED. 507: 4. CEILING TILES ARE BROKEN. RUBBER COVING/MOLDING IS MISSING. 7. CORDS ARE CREATING TRIP HAZARDS. 9. FAUCET HAS A LOW FLOW. 511: 7. PHONE JACK/ETHERNET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HAS NO FLOW. 512: 4. CEILING TILE IS BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 602: 2. VENT COVER IS MISSING. 4. PAPER TOWEL DISPENSER COVER IS MISSING. CEILING TILE HAS A WATER STAIN. RUBBER MOULDING IS MISSING. CEILING TILE IS MISSING (HALLWAY). LOCKER IS BROKEN (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p>
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School Facility Conditions and Planned Improvements

			<p>605: 4. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING.(HALLWAY)</p> <p>607: 4. COUNTERTOP IS CHIPPING. WALL TILES ARE MISSING.(HALLWAY) CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HANDLE IS DETERIORATING. FAUCET HAS A DRIP.</p> <p>701: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.</p> <p>706: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCETS HAVE NO FLOW.</p> <p>710: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>711: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>713: 7. EXTENSION CORDS ARE BEING PERMANENTLY USED.</p> <p>714: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>715: 4. RUBBER TRIM IS MISSING AT CARPET TILE SEAM. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>BAND: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER IS MISSING.</p> <p>GYM: 4. CEILING TILE IS MISSING. WALL TILES ARE MISSING. 7. THREE LIGHT PANELS ARE OUT.</p> <p>LIBRARY/ COLLEGE & CAREER CENTER: 4. CEILING TILES HAVE WATER STAINS. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS MISSING.</p> <p>MENS LOCKER ROOM: 4. WALL TILES ARE BROKEN. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>OFFICE: 4. CEILING TILE IS DAMAGED. 7. ETHERNET BOX IS LOOSE FROM WALL.</p> <p>OFFICE: 7. ELECTRICAL COVER IS MISSING. 10. SENSOR IS LOOSE FROM CEILING.</p> <p>TREASURER: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>307: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE.</p> <p>503: 4. RUBBER COVING/MOLDING IS TORN. CEILING TILES ARE MISSING. 9. FAUCET HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

504: 4. CEILING TILE HAS A WATER STAIN. 5. ROOM HAS A STRONG ODOR. 9. SINK BASIN IS RUSTED.

507: 4. CEILING TILES ARE BROKEN. RUBBER COVING/MOLDING IS MISSING. 7. CORDS ARE CREATING TRIP HAZARDS. 9. FAUCET HAS A LOW FLOW.

508: 4. CEILING TILE HAS A HOLE. 9. FAUCET HAS A LOW FLOW.

511: 7. PHONE JACK/ETHERNET COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. DRINKING FOUNTAIN HAS NO FLOW.

603: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. WALL TILES ARE BROKEN/MISSING (HALLWAY). 9. FAUCET HANDLE IS MISSING.

606: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES AND CHEMICALS.

607: 4. COUNTERTOP IS CHIPPING. WALL TILES ARE MISSING.(HALLWAY) CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HANDLE IS DETERIORATING. FAUCET HAS A DRIP.

701: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.

702: 4. WALLPAPER IS TORN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. PLUG IN AIR FRESHENER.

703: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

704: 9. FAUCET IS LOOSE AT BASE. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.

705: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW.

706: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCETS HAVE NO FLOW.

707: 4. RUBBER MOLDING IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. MULTIPLE PLUG IN AIR FRESHENERS.

708: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. PLUG IN CANDLE WARMER.

709: 4. WINDOW TRIM IS MISSING. WALLPAPER IS TORN. PENCIL SHARPENER COVER IS MISSING. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 10. PLUG IN AIR FRESHENER. FIRE EXTINGUISHER IS NOT MOUNTED.

710: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.

School Facility Conditions and Planned Improvements

			<p>711: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>715: 4. RUBBER TRIM IS MISSING AT CARPET TILE SEAM. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>803: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>ALL GENDER REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>BOYS REST ROOM: 2. VENT COVER IS MISSING. 5. ROOM A STRONG URINE ODOR. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>CUSTODIAL: 9. FAUCET HAS A DRIP.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS BROKEN.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.) 9. SINK CAPS ARE MISSING.</p> <p>MENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)(RR IS SINGLE USE)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.) 9. FAUCET IS LOOSE AT BASE.</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)(RR IS SINGLE USE)</p> <p>WORKROOM: 9. FAUCET HAS A DRIP.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>204: 4. PENCIL SHARPENER COVER IS MISSING. RUBBER COVING/MOLDING IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>205: 4. CEILING TILES ARE TORN. 10. PLUG IN AIR FRESHENER.</p> <p>206: 4. WALL TILES ARE MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS HIDDEN. PLUG IN AIR FRESHENER IS PRESENT. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p>

School Facility Conditions and Planned Improvements

208: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE TORN. 10. PLUG IN AIR FRESHENER IS PRESENT.

210: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT.

401: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 10. EXTERIOR FIRE SPEAKER IS BROKEN. 14. TRIP HAZARD ON WALKWAY.

402: 4. CEILING TILE IS TORN AND LOOSE. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING.

501: 11. PAINT IS PEELING ON CEILING.

506: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHERS ARE NOT MOUNTED.

509: 4. CEILING TILE HAS A WATER STAIN. DRYWALL IS CHIPPING EXPOSING METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

513: 4. CEILING TILES ARE LOOSE. (HALLWAY) 10. MULTIPLE PLUG IN AIR FRESHENERS ARE PRESENT.

604: 2. VENT COVER IS MISSING. 4. WALL TILE IS MISSING (HALLWAY). CEILING TILES HAVE WATER STAINS. 10. MULTIPLE BURNED CANDLES ARE PRESENT. 11. PAINT IS PEELING ON INTERIOR WALL.

606: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP. 11. IMPROPERLY STORED CLEANING SUPPLIES AND CHEMICALS.

702: 4. WALLPAPER IS TORN. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. PLUG IN AIR FRESHENER.

703: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

704: 9. FAUCET IS LOOSE AT BASE. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 11. PAINT IS PEELING ON DOOR.

707: 4. RUBBER MOLDING IS MISSING. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. MULTIPLE PLUG IN AIR FRESHENERS.

708: 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 10. PLUG IN CANDLE WARMER.

709: 4. WINDOW TRIM IS MISSING. WALLPAPER IS TORN. PENCIL SHARPENER COVER IS MISSING. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 10. PLUG IN AIR FRESHENER. FIRE EXTINGUISHER IS NOT MOUNTED.

710: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 9. DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.

711: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.

School Facility Conditions and Planned Improvements

			<p>712: 10. PLUG IN CANDLE WARMER IS PRESENT. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>717: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM ID IS DAMAGED.</p> <p>718: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>803: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>804: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>BAND: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER IS MISSING.</p> <p>DANCE/ WRESTLING: 4. CEILING TILE IS BROKEN. 10. NO ROOM ID.</p> <p>MENS REST ROOM: 11. PAINT IS PEELING ON CEILING.</p> <p>OFFICE: 7. ELECTRICAL COVER IS MISSING. 10. SENSOR IS LOOSE FROM CEILING.</p> <p>VICE PRINCIPAL: 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>WOMENS LOCKER ROOM: 4. FLOOR TILES ARE BROKEN (ENTRYWAY). 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING.</p> <p>WORKROOM (600): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON COVERED WALKWAY SUPPORT POSTS.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>202: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. 12. CRACK IN HALLWAY WALL.</p> <p>305: 4. CEILING TILE IS MISSING. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 12. CRACK IN HALLWAY WALL.</p> <p>MENS REST ROOM: 5. ROOM HAS A STRONG ODOR. 13. GUTTER DOWN SPOUT IS MISSING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>209: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.</p> <p>401: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS BROKEN. 7. ETHERNET COVER IS MISSING. 10. EXTERIOR FIRE SPEAKER IS BROKEN. 14. TRIP HAZARD ON WALKWAY.</p> <p>402: 4. CEILING TILE IS TORN AND LOOSE. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>410: 5. ONE DOOR IS UNABLE TO BE OPENED (LOCK IS NOT WORKING PROPERLY)</p> <p>602: 2. VENT COVER IS MISSING. 4. PAPER TOWEL DISPENSER COVER IS MISSING. CEILING TILE HAS A WATER STAIN. RUBBER MOULDING IS MISSING. CEILING TILE IS MISSING (HALLWAY). LOCKER IS BROKEN (HALLWAY). 15. DOOR CLOSER COVER IS MISSING.</p> <p>715: 4. RUBBER TRIM IS MISSING AT CARPET TILE SEAM. 7. OUTLET COVER IS BROKEN. 9.</p>

School Facility Conditions and Planned Improvements

			<p>DRINKING FOUNTAIN AND FAUCET HAVE NO FLOW. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>901: 15. DOOR SLAMS SHUT.</p> <p>BAND: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER IS MISSING.</p> <p>CUSTODIAL (200): 15. DRY ROT AT BASE OF DOOR.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. THRESHOLD IS BROKEN.</p> <p>MENS LOCKER ROOM: 4. WALL TILES ARE BROKEN. 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>SPEECH/ 315: 15. DOOR IS GOUGING FLOOR TILES.</p>
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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.

Percentages are not calculated 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	46	46	46	47	46
Mathematics (grades 3-8 and 11)	15	11	35	36	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	278	265	95.32	4.68	46.04
Female	117	110	94.02	5.98	54.55
Male	161	155	96.27	3.73	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	88.89	11.11	62.50
Black or African American	13	12	92.31	7.69	33.33
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	149	146	97.99	2.01	43.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	38.10
White	64	58	90.63	9.37	55.17
English Learners	45	41	91.11	8.89	7.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	122	96.83	3.17	38.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	51	86.44	13.56	19.61

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	277	261	94.22	5.78	11.11
Female	117	109	93.16	6.84	7.34
Male	160	152	95.00	5.00	13.82
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	17.65
Black or African American	13	11	84.62	15.38	0.00
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	149	143	95.97	4.03	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	9.52
White	63	57	90.48	9.52	17.54
English Learners	45	41	91.11	8.89	2.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	120	96.00	4.00	7.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	49	84.48	15.52	4.08

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.39	15.53	29.32	30.54	29.47	30.29

2022-23 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	552	266	48.19	51.81	15.41
Female	241	122	50.62	49.38	13.11
Male	311	144	46.30	53.70	17.36
American Indian or Alaska Native	--	--	--	--	--
Asian	30	12	40.00	60.00	50.00
Black or African American	21	7	33.33	66.67	--
Filipino	26	15	57.69	42.31	26.67
Hispanic or Latino	314	161	51.27	48.73	10.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	12	34.29	65.71	8.33
White	122	56	45.90	54.10	23.21
English Learners	86	38	44.19	55.81	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	238	108	45.38	54.62	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	32	32.65	67.35	0.00

2022-23 Career Technical Education Programs

Pathway Sequences

Transportation

Transportation Tech I

Transportation Technology II

Engineering

Engineering Essentials - A-G

Introduction to Engineering Design - A-G

Honors Computer Integrated Manufacturing A-G

Photo Arts

Photo Arts 1 - A-G; Early College Credit

Photo Arts 2 - Early College Credit

Graphic Design

Art Design A/B

AP Art 2D

Construction

Construction Tech

ROP Construction Tech - A-G; Early College Credit

Other CTE Courses not in a pathway

Biotechnology - A-G

Multimedia I/II - A-G

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. CHS teacher, Tom Trowbridge, Lead Building Trades teacher, assists 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

2022-23 Career Technical Education Programs

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 – Rollinson Advertising
 John Ferrante – Community Member

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
 Caroline Kindrick – StatMed
 Izaak Ramirez – LifeLong Medical
 Jamie Elmasu – John Muir Health
 Caroline Kindrick, – Stat Med

Hospitality & Culinary
 Ben Palazzolo – Pacific Coast Farmers Market Association
 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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	606
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.4
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	41.26

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	91.4%	91.7%	95.9%	93.1%	93.4%

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.

2023-24 Opportunities for Parental Involvement

- Athletic, Choir and Band Boosters
- Concord Chamber of Commerce
- English Learner Advisory Committee
- Every 15-Minutes Committee
- Tutoring
- Beautification projects
- Parent Faculty Club
- School Site Council
- Student Leadership Activities
- WASC Committees

Contact school at (925) 687-2030 or view the school website at chs.mdusd.org for information on how to get involved at CHS.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.9	4.6	5.3	10.6	8.3	13.3	9.4	7.8	8.2
Graduation Rate	94.4	93.3	92	84.3	88.3	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	300	276	92.0
Female	134	124	92.5
Male	166	152	91.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	17	16	94.1
Hispanic or Latino	174	164	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	8	72.7
White	69	60	87.0
English Learners	55	47	85.5
Foster Youth	--	--	--
Homeless	12	9	75.0
Socioeconomically Disadvantaged	220	207	94.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	54	42	77.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1286	1220	295	24.2
Female	605	571	140	24.5
Male	675	643	153	23.8
Non-Binary	6	6	2	33.3
American Indian or Alaska Native	4	4	1	25.0
Asian	56	54	5	9.3
Black or African American	49	45	15	33.3
Filipino	64	63	3	4.8
Hispanic or Latino	716	680	168	24.7
Native Hawaiian or Pacific Islander	11	10	6	60.0
Two or More Races	74	70	18	25.7
White	279	268	73	27.2
English Learners	236	228	64	28.1
Foster Youth	7	5	3	60.0
Homeless	19	16	6	37.5
Socioeconomically Disadvantaged	580	550	156	28.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	254	242	74	30.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.43	7.08	0.04	3.07	3.98	0.20	3.17	3.60
Expulsions	0.00	0.00	0.16	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.08	0.16
Female	5.62	0.17
Male	8.44	0.15
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.14	0
Black or African American	12.24	0
Filipino	1.56	0
Hispanic or Latino	7.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.81	0
White	5.02	0.72
English Learners	15.68	0
Foster Youth	0	0
Homeless	26.32	0
Socioeconomically Disadvantaged	9.83	0.34
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.27	0

2023-24 School Safety Plan

SAFETY PLAN SUMMARY

The school safety plan is reviewed annually and is approved by the School Site Council. Our primary focus is to ensure we have a safe, welcoming, positive school climate for students and staff. As we are working toward this goal, we have implemented a Standard Response Protocol for how to handle safety situations on campus. We hold regular safety drills throughout the school year, which include Evacuation drills (fire), Lockout Drills (shelter in place), Lockdown (intruder or unsafe activity in the neighborhood), and Shelter (earthquake, hazardous event). Our Link Crew program, which is a program where upperclassmen mentor 9th graders, has shown to be a positive influence on our students who have participated. Additionally, we have continued our focus on education/awareness regarding sexual harassment, mandated child abuse reporting, bullying and harassment, and gender identity. Apart from discussions with staff and community, our leadership class is working to implement programs for students which are designed to make them aware of the affect these issues have on our student body.

We continually review our campus safety features to improve the functionality and efficiency for our students and staff. Our Lead Campus Supervisor meets on a weekly basis with an Administrator to communicate concerns and/or needs.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	24	30	7
Mathematics	26	14	21	12
Science	24	7	23	
Social Science	27	10	12	18

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	17	39	25	7
Mathematics	22	23	16	15
Science	20	20	19	
Social Science	22	21	12	13

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	16	44	29	4
Mathematics	21	25	19	12
Science	23	11	17	1
Social Science	21	23	10	15

2022-23 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	389

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$ 15,172.15	\$ 6,533.97	\$ 8,638.18	\$ 64,653.70
District	N/A	N/A	\$ 8,304.45	\$83,724
Percent Difference - School Site and District	N/A	N/A	6.7	-200.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2022-23 Types of Services Funded

The following types of services are funded: AVID, Link Crew, Special Education, Counselors, school psychologist, limited child welfare and attendance, Carl Perkins, Advanced Placement, Anchor Program, Project Lead the Way courses, Common Core instruction, High School Instructional Materials, Interscholastic Sports, CTE Program Support, EL support, intervention support, and inclusion support.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$55,472	\$55,550
Mid-Range Teacher Salary	\$76,586	\$80,703
Highest Teacher Salary	\$102,279	\$109,418
Average Principal Salary (Elementary)	\$117,882	\$137,703
Average Principal Salary (Middle)	\$126,641	\$143,760
Average Principal Salary (High)	\$139,768	\$159,021
Superintendent Salary	\$298,000	\$319,443
Percent of Budget for Teacher Salaries	32.43%	30.35%
Percent of Budget for Administrative Salaries	4.8%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.2
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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	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	0
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

Professional Development

The District hosts 1 full PD days and 2 half PD days during the year. The full PD day is before the start of school and half days are during the school year. These days are generally organized by content area. The Site host 1 full PD day during the year. The full PD day is before the start of school and half days are during the school year. The topics vary based on the theme of the school year and the needs for that year. This year our introductory District and Site PD included equity and socio-emotional learning work. The half days are dedicated for reviewing department and schoolwide assessment data and socio emotional

Professional Development

survey data. Ongoing professional development is also built into regular staff meetings. This year's focus is on site based equity challenges, support for students and campus culture.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3