



Wednesday, January 24, 2024 Board Meeting Agenda

**Location: District Office Board Room
510 G Street, Antioch, CA 94509**

Closed Session: 6:30 p.m.

Open Session: 7:00 p.m.

Pursuant to the Americans with Disability Act, persons with a disability who require a disability-related modification or accommodation in order to participate in a meeting, including auxiliary aides or services, may request such modification or accommodation from the Superintendent's Office at 925-779-7500 ext. 51000 or FAX 925-779-7509. A notification of 48 hours prior to the meeting will enable the district staff to make reasonable arrangements to assure accessibility to the meeting.

Pursuant to Education Code 49073.2, a parent/guardian or student may request that their directory or personal information be excluded from meeting minutes. The request must be in writing and sent to:

**Superintendent's Office
Antioch Unified School District
510 G Street
Antioch, CA 94509**

Spanish translation services are available by notifying the Antioch Unified School District at (925) 779-7500 ext. 44181 by noon the day preceding the Board meeting.

1. Opening Items

Subject A. Call to Order and Establishment of Quorum

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 1. Opening Items

Access Public

Type Procedural

Copies of this school board agenda and its attachments are located on the District's website at www.antiochschools.net. Click on <http://www.boarddocs.com/ca/ausd/Board.nsf/Public>.

Antonio Hernandez	President
Mary Helen Rocha	Vice President
Gary Hack	Trustee
Dr. Jag Lathan	Trustee
Dr. Clyde Lewis, Jr.	Trustee
Stephanie Anello	Superintendent
Christine Ibarra	Associate Superintendent, Educational Services
Dr. Robert Martinez	Chief Human Resources Officer

Liz Robbins	Associate Superintendent, Business & Operations
Fifita Grewe	Antioch High School Student Representative
Therese Buenconsejo	Deer Valley High School Student Representative
Breanna Fumar	Dozier-Libbey High School Student Representative
Natalya Marroquin	Alternative Education Student Representative

2. Closed Session - 6:30 PM

Subject **A. Conference with Labor Negotiator - Agency Negotiator, Dr. Robert Martinez: Employee Organization, Antioch Education Association and California School Employees Association, Chapter 85**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 2. Closed Session - 6:30 PM

Access Public

Type Report / Information / Discussion

3. Recall to Open Session - 7:00 PM

Subject **A. Reestablishment of Quorum**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 3. Recall to Open Session - 7:00 PM

Access Public

Type Procedural

Subject **B. Reports from Closed Session**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 3. Recall to Open Session - 7:00 PM

Access Public

Type Action, Information

Subject **C. Flag Salute**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 3. Recall to Open Session - 7:00 PM

Access Public

Type Procedural

Subject **D. Approval of Minutes for the Regular Board of Education Meeting of December 13, 2023**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 3. Recall to Open Session - 7:00 PM

Access	Public
Type	Action, Minutes
Recommended Action	Approve the Minutes for the Regular Board of Education meeting of December 13, 2023.
Minutes	View Minutes for Dec 13, 2023 - Board Meeting Agenda (Annual Organization Meeting)

Minutes are unofficial until approved by the Board.

File Attachments

[12.13.2023 RBOE Minutes.pdf \(214 KB\)](#)

4. Superintendent Reports

Subject	A. Superintendent's Report
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	4. Superintendent Reports
Access	Public
Type	Information

The Superintendent will update the Board of Education on District events, activities, and issues which do not require discussion or action.

5. School Reports

Subject	A. High School Student Representatives Report
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	5. School Reports
Access	Public
Type	Information

Antioch Unified School District High School representatives will report on recent school activities.

6. Public Comments

Subject	A. Individuals to Address the Board Regarding Items Not on the Agenda from the Public
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	6. Public Comments
Access	Public
Type	Public Comments

(First 30-minute session to begin no later than 8:00 p.m.)

This portion of the meeting is reserved for persons desiring to address the Board of Education on any matter not on this agenda, and over which the Board of Education has jurisdiction. Please state your name for the record before addressing the Board. Please limit your comments to three minutes to allow others time to speak. The Board is prohibited by law from taking any action on matters discussed that are not on the agenda and no adverse conclusions should be drawn if the Board does not respond to your comments at this time. However, the Board may respond briefly to statements made or questions posed, ask a question for clarification, make an inquiry of staff for factual information or refer the item to staff.

File Attachments

[Speakercard - fillable.pdf \(89 KB\)](#)

Subject B. Individuals to Address the Board Regarding Items Not on the Agenda from District Employees

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 6. Public Comments

Access Public

Type Public Comments

(First 30-minute session to begin no later than 8:30 p.m.)

This portion of the meeting is reserved for employees desiring to address the Board of Education on any matter not on this agenda, and over which the Board of Education has jurisdiction. Please state your name for the record before addressing the Board. Please limit your comments to three minutes to allow others time to speak. The Board is prohibited by law from taking any action on matters discussed that are not on the agenda and no adverse conclusions should be drawn if the Board does not respond to your comments at this time. However, the Board may respond briefly to statements made or questions posed, ask a question for clarification, make an inquiry of staff for factual information or refer the item to staff.

File Attachments

[Speakercard - fillable.pdf \(89 KB\)](#)

7. District Reports

Subject A. Bond Measure Update

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 7. District Reports

Access Public

Type Information, Reports

District staff will give a brief update on possible bond projects should the voters approve Measure B in March. Measure B is a bond measure that would bring approximately \$195 million of new funding to the District to upgrade and improve facilities.

File Attachments

[Bond Info as of Jan 2024 \(RBOE Meeting\).pdf \(5,528 KB\)](#)

Subject B. District Financial Audit for the Fiscal Year Ended June 30, 2023

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 7. District Reports

Access Public

Type Reports

Pursuant to Education Code § 41020:

"(a) It is the intent of the Legislature to encourage sound fiscal management practices among local educational agencies for the most efficient and effective use of public funds for the education of children in California by strengthening fiscal accountability at the district, county, and state levels.

"(h) ... a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller. The superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports."

Independent auditor Crowe LLP will present to the Board of Education, the District's financial audit for the fiscal year ended June 30, 2023.

File Attachments

[Antioch USD-6.30.2023-FS-Final secured.pdf \(864 KB\)](#)
8. Hearings

Subject A. None

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 8. Hearings

Access Public

Type Procedural

9. Public Presentations

Subject A. Project Labor Agreements

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 9. Public Presentations

Access Public

Type Information, Reports

The Contra Costa Building and Construction Trades Council will present information on district-wide project labor agreements.

10. Consent Items

Subject A. Approval of All Consent Items

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended
Action Approve all Consent Items.

This motion will approve all items contained in the Consent Items category except for items pulled by Board Members for separate vote.

Subject B. Purchase Order Report 2023-24-09

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended
Action Approve Purchase Order Report 2023-24-09.

Presented for the Board of Education approval is Purchase Order Report 2023-24-09 for the period from November 4, 2023, to December 23, 2023.

File Attachments

[01.24.2024 BOE PO REPORT 01.09.24.pdf \(200 KB\)](#)

Subject C. Payroll Summary Report - December 2023

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended
Action Approve the Payroll Summary Report for December 2023.

Presented for Board of Education approval is the Payroll Summary Report for December 2023.

File Attachments

[Payroll Summary Report December 2023.pdf \(111 KB\)](#)

Subject **D. Accounts Payable Batch Totals Report - December 2023**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended Approve the Accounts Payable Batch Totals Report for December 2023.
Action

Presented for Board of Education approval is the Accounts Payable Batch Totals Report for December 2023.

File Attachments

[Accounts Payable Batch Totals Report December 2023.pdf \(104 KB\)](#)

Subject **E. Accounts Payable Checks Summary Report - December 2023**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended Approve the Accounts Payable Checks Summary Report for December 2023.
Action

Presented for Board of Education approval is the Accounts Payable Checks Summary Report for December 2023.

File Attachments

[Accounts Payable Checks Summary Report December 2023.pdf \(146 KB\)](#)

Subject **F. Certificated Human Resources Report 2023-24-9**

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 10. Consent Items

Access Public

Type Action

Recommended Approve Certificated Human Resources Report 2023-24-9.
Action

File Attachments

[Certiificated HR Report 2023-24-9.pdf \(42 KB\)](#)

Subject **G. Classified Human Resources Report 2023-24-9**

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	10. Consent Items
Access	Public
Type	Action
Recommended Action	Approve Classified Human Resources Report 2023-24-9.

File Attachments

[ClassBrdRpt 2023-24-09.pdf \(136 KB\)](#)

Subject	H. Out-of-State Travel Expense for the Marzano Resources Leading Standards-Based Learning Workshop
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	10. Consent Items
Access	Public
Type	Action
Dollar Amount	\$800.00
Budget Source	Supplemental and concentration grant funds
Recommended Action	Approve the out-of-state travel expenses for the Marzano Resources Conference, Leading Standards-Based Learning Workshop as presented.

The Educational Services Department requests approval to send one (1) administrator to Charlotte, North Carolina, from March 11 through March 12, 2024, to attend the Marzano Resources Conference on Leading Standards-Based Learning Workshop. This conference will help to develop thoughtful and practical implementation process for each element of an effective standards-based grading system.

File Attachments

[Marzano Resource Conference.pdf \(179 KB\)](#)

Subject	I. Services Agreement with Lindsay Wildlife Experience on behalf of Encore Home School
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	10. Consent Items
Access	Public
Type	Action
Dollar Amount	\$550.00
Budget Source	Site allocated supplemental and concentration grant funds.
	Approve the services agreement with Lindsay Wildlife Experience as presented.

Recommended Action

The Lindsay Wildlife Experience program will provide Kindergarten - 8th grade students the opportunity to connect with live animals, plant life, and nutrient cycles to help students understand and experience California wildlife and the inner workings of our ecosystem. The program will take place over two (2) days and will include up to 30 students.

File Attachments

[Lindsay Wildlife Experience.pdf \(402 KB\)](#)

11. Action Items

Subject	A. Job Description - Bus Driver Trainee
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	11. Action Items
Access	Public
Type	Action
Recommended Action	Approve Job Description - Bus Driver Trainee as presented.

Under the direction of the Director of Transportation or designee, the Bus Driver Trainee receives instruction for the purpose of acquiring the necessary skills to safely and effectively operate a school bus with designated routes within established time schedules.

As with all classified job descriptions, it is the Board of Education's responsibility to set the duties and responsibilities. Thereafter, the Personnel Commission will establish the requirements for knowledge, abilities, and experience, as well as establish the appropriate range on the salary schedule.

File Attachments

[Bus Driver Trainee Job Description.pdf \(165 KB\)](#)

Subject	B. Public Announcement of Intent to Reappoint Personnel Commissioner
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	11. Action Items
Access	Public
Type	Action
Fiscal Impact	No
Recommended Action	Staff is recommending that, in accordance with Personnel Commission Rule 20.1.2, the Board publicly announce its intent to reappoint Tony Tiscareno to another three-year term as Personnel Commissioner.

The term of the current Board of Education appointee to the Personnel Commission expired at noon on December 2, 2023. As outlined in Personnel Commission Rule 20.1.2.2 and Education Code 45248, 45245 and 45246, the Human Resources Director shall notify the Board of Trustees of the name of the Commissioner whose term will be expiring and whether or not that Commissioner will accept reappointment for another three-year term. Mr. Tiscareno has confirmed his desire to accept an appointment for an additional three years through December 2026.

The Personnel Commission Rules state:

"At a Board meeting to be held after thirty (30) and within forty-five (45) days of the date the Board publicly announced its candidate, the Board shall hold a public hearing to provide the public, employees, and employee organizations the opportunity to express their views on the qualifications of the person recommended by the Board of Trustees for appointment."

If approved, the Board will conduct a public hearing and affirm the appointment of Mr. Tiscareno to the Personnel Commission at the next public meeting.

Subject C. School Accountability Report Cards (SARC)

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	11. Action Items
Access	Public
Type	Action
Recommended Action	Approve the 2022-23 School Accountability Report Cards as presented.

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.

Per District Board Policy, the Board shall annually approve the SARCs for all District schools.

Special note, the 2022-23 Teacher Preparation and Placement data tables have been omitted. The California Department of Education will not have this data available before the February 1 posting deadline. When the data is available, the District will update the SARCs on the AUSD website and on the California Department of Education SARC website.

File Attachments

[2023 SARC Antioch High School.pdf \(799 KB\)](#)
[2023 SARC Antioch Middle School.pdf \(705 KB\)](#)
[2023 SARC Belshaw Elementary School.pdf \(728 KB\)](#)
[2023 SARC Bidwell Continuation High School.pdf \(787 KB\)](#)
[2023 SARC Black Diamond Middle School.pdf \(696 KB\)](#)
[2023 SARC Carmen Dragon Elementary School.pdf \(733 KB\)](#)
[2023 SARC Dallas Ranch Middle School.pdf \(708 KB\)](#)
[2023 SARC Deer Valley High School.pdf \(793 KB\)](#)
[2023 SARC Diablo Vista Elementary School.pdf \(712 KB\)](#)
[2023 SARC Dozier-Libbey Medical High School.pdf \(780 KB\)](#)
[2023 SARC Fremont Elementary School.pdf \(714 KB\)](#)
[2023 SARC Jack London Elementary School.pdf \(716 KB\)](#)
[2023 SARC John Muir Elementary School.pdf \(715 KB\)](#)
[2023 SARC Kimball Elementary School.pdf \(713 KB\)](#)
[2023 SARC Live Oak High School.pdf \(758 KB\)](#)
[2023 SARC Lone Tree Elementary School.pdf \(719 KB\)](#)
[2023 SARC Marsh Elementary School.pdf \(709 KB\)](#)
[2023 SARC Mission Elementary School.pdf \(714 KB\)](#)
[2023 SARC Mno Grant Elementary School.pdf \(718 KB\)](#)
[2023 SARC Orchard Park School.pdf \(716 KB\)](#)
[2023 SARC Park Middle School.pdf \(706 KB\)](#)
[2023 SARC Prospects High School.pdf \(822 KB\)](#)
[2023 SARC Sutter Elementary School.pdf \(714 KB\)](#)
[2023 SARC Thomas Gaines Virtual Academy.pdf \(702 KB\)](#)

[2023 SARC Turner Elementary School.pdf \(749 KB\)](#)

12. Items for Information/Discussion/Action by Board

Subject	A. Board Governance Model
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	12. Items for Information/Discussion/Action by Board
Access	Public
Type	Action, Discussion, Information

Last Spring, the Board reached consensus to move forward with a Board Governance Model. A Request for Proposals (RFP) was posted on Tuesday, June 20, 2023. At the August 23, 2023, Board of Education Meeting, the Board expressed interest in hearing about two of the proposals received. At the September 13, 2023, Board of Education meeting, one of the two proposals was presented to the Board of Education. The second proposal was withdrawn by the vendor. At the request of the Board, the item was presented for further discussion during the September 27, 2023, Board of Education meeting. All Board members were not present at the September 27, 2023, meeting to discuss the item, so there was consensus to bring move this item to the October 27, 2023, Board of Education Meeting. At the October 25, 2023, Board of Education Meeting, the Board selected Education Support Services Group (ESS). Staff reached out to the vendor. However, the vendor expressed that her firm no longer had the capacity to complete the Governance training in the timeline originally established by the RFP. Staff would like further direction from the Board as to how they would like to proceed.

Subject	B. Board Committees
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	12. Items for Information/Discussion/Action by Board
Access	Public
Type	Action, Discussion, Information

President Hernandez would like the Board to discuss current Board committees and potential future committees.

Additionally, At the December Board of Education Meeting, the Board voted to establish two ad-hoc committees. President Hernandez would like the Board to discuss Board Bylaw 9130 to ensure compliance with current policy and to determine whether the policy needs to be updated/revised to meet the current Board priorities.

File Attachments
[BB 9130 Board Committees.pdf \(107 KB\)](#)

13. Resolutions for First Reading

Subject	A. None
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	13. Resolutions for First Reading
Access	Public
Type	Procedural

14. Resolutions for Immediate Action

Subject A. Resolution 2023-24-35 Authorizing Provisional Internship Permit (PIP)

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	14. Resolutions for Immediate Action
Access	Public
Type	Action
Recommended Action	Adopt Resolution 2023-24-35 Authorizing Provisional Internship Permit (PIP).

Due to a shortage of qualified teacher candidates, staff requests a Provisional Internship Permit (PIP). A PIP is available through the State of California Commission on Teacher Credentialing to grant school districts the ability to employ individuals who are in the process of meeting the subject matter competency requirements needed for their internship program.

File Attachments
[RESO PIP 1.24.24.pdf \(45 KB\)](#)

15. Resolutions for Second Reading and Action

Subject A. None

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	15. Resolutions for Second Reading and Action
Access	Public
Type	Procedural

16. Board Policies for First Reading

Subject A. Revised Board Policy 4112.2 Certification

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	16. Board Policies for First Reading
Access	Public
Type	Information

This policy was updated to reference regulations for Subject Matter Competence issued by the Commission on Teacher Credentialing (CTC) clarifying the demonstration of competency in subject matter. The policy highlights the Board's responsibility to articulate the District's anticipated hiring needs of candidates in the process of becoming fully credentialed in an Annual Declaration of Need and to provide notice when candidates are being employed with a provisional internship permit. The procedure has already been implemented as standard component of the District's annual processes.

These changes reflect recommendations of the California School Boards Association (CSBA).

File Attachments
[BP 4112.2 Certification Comparison1.24.pdf \(49 KB\)](#)
[BP 4112.2 Certification Revised .pdf \(140 KB\)](#)

17. Board Policies for First Reading and Immediate Action

Subject	A. Revised Board Policy 1325 Advertising and Promotion
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	17. Board Policies for First Reading and Immediate Action
Access	Public
Type	Action, Information
Recommended Action	Adopt revised Board Policy 1325 Advertising and Promotion as presented.

This policy was revised to reflect:

- Selecting Option 2 - Limited Public Forum.
- Assembly Bill 841, which prohibits advertising of foods or beverages during the school day, including participation in a corporate incentive program that rewards students with free or discounted foods or beverages, unless the food or beverage complies with nutritional standards.

These changes reflect recommendations of the California School Boards Association (CSBA).

File Attachments

[1325 BP Advertising and Promotion - comparison version.pdf \(159 KB\)](#)

[1325 BP Advertising and Promotion - after changes.pdf \(116 KB\)](#)

18. Board Policies for Second Reading and Action

Subject	A. Revised Board Policy 5131.7 Weapons and Dangerous Instruments
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	18. Board Policies for Second Reading and Action
Access	Public
Type	Action
Recommended Action	Adopt revised Board Policy 5131.7 Weapons and Dangerous Instruments as presented.

This policy was revised to reflect:

- Expanding the concept of district provided transportation.
- Senate Bill 906, which:
 - Requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in grades 6-12, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement;
 - Moves language regarding student suspension and expulsion in order to keep related content together;
 - Adds language regarding staff training to align with staff responsibilities to report potential homicidal acts; and
 - Updates the headings for the options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

These changes reflect recommendations of the California School Boards Association (CSBA).

File Attachments

[5131.7 BP Weapons and Dangerous Instruments - comparison version.pdf \(199 KB\)](#)

[5131.7 BP Weapons and Dangerous Instruments - after changes.pdf \(151 KB\)](#)

19. Information Items for General Information

Subject A. New Administrative Rule 4161.8/4261.8/4361.8 Family Care and Medical Leave

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 19. Information Items for General Information

Access Public

Type Information

The new Administrative Rule addresses the District's obligation, as mandated by state and federal regulations pertaining to family care and medical leave under the Family and Medical Leave Act (FMLA), The California Family Rights Act, and Pregnancy Disability (PDL).

These changes reflect recommendations of the California School Boards Association (CSBA).

File Attachments

[AR 4161.8 4261.8 4361.8 FMLA.pdf \(120 KB\)](#)

Subject B. Quarterly Report on Williams Uniform Complaints

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 19. Information Items for General Information

Access Public

Type Information

The District is required to report to the Contra Costa County Office of Education Williams Uniform Complaints received during each quarter of the calendar year. These complaints are specific to textbooks and instructional materials, teacher vacancy or misassignment, and/or facility conditions. No complaints were received during this reporting quarter.

File Attachments

[Q2 - Oct-Dec 2023.pdf \(208 KB\)](#)

20. Future Agenda Items from Board Members

Subject A. Future Agenda Items from Board Members

Meeting Jan 24, 2024 - Board Meeting Agenda

Category 20. Future Agenda Items from Board Members

Access Public

Type Information

The Board will review upcoming Board meetings, study sessions, and identify future agenda items.

21. Additional Comments Which Exceeded the First 30-Minute Session Limit

Subject	A. Individuals to Address the Board Regarding Items Not on the Agenda from the Public Exceeding the First 30-Minute Session Limit
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	21. Additional Comments Which Exceeded the First 30-Minute Session Limit
Access	Public
Type	Public Comments

Public speaker comment from the community which exceeded the first 30-minute session limit.

This portion of the meeting is reserved for persons desiring to address the Board of Education on any matter not on this agenda, and over which the Board of Education has jurisdiction. Please state your name for the record before addressing the Board. Please limit your comments to three minutes to allow others time to speak. The Board is prohibited by law from taking any action on matters discussed that are not on the agenda and no adverse conclusions should be drawn if the Board does not respond to your comments at this time. However, the Board may respond briefly to statements made or questions posed, ask a question for clarification, make an inquiry of staff for factual information or refer the item to staff.

File Attachments

[speaker-card-form.pdf \(109 KB\)](#)

22. Reports/Comments from Board Members

Subject	A. Reports/Comments Relative to Memberships or Other Organizations
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	22. Reports/Comments from Board Members
Access	Public
Type	Information

Board members may report on their service to the community in their roles as Board members.

23. Future Meetings

Subject	A. Future Meeting Information - February 14 and March 13, 2024
Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	23. Future Meetings
Access	Public
Type	Information

Regular Board of Education meetings are scheduled for February 14 and March 13, 2024. Meetings will be held at the Antioch Unified School District Office at 510 G Street, Antioch, CA 94509.

24. Adjournment

Subject	A. Adjournment

Meeting	Jan 24, 2024 - Board Meeting Agenda
Category	24. Adjournment
Access	Public
Type	Action
Recommended Action	Adjourn the Board of Education Meeting.

President Hernandez will ask for a motion to adjourn the meeting.

Antioch Unified School District

MINUTES

December 13, 2023

Regular Board Meeting Annual Organization Meeting

1. **Opening: 6:03 PM** (Antioch Unified School District, District Office, 510 G Street, Antioch, CA 94509)

A. **Call to Order and Establishment of Quorum**

Present: President Clyde Lewis, Vice President Jag Lathan, Trustee Antonio Hernandez, Trustee Mary Rocha.

Absent: Trustee Gary Hack

2. **Closed Session:**

A. **Stipulated Expulsions E#841 and E#842 and Stipulated Expulsions with Recommendation for Suspended Enforcement E#839 and E#840**

B. **Public Employee: Discipline/Dismissal/Release [Pursuant to Government Code § 54957]**

C. **Conference with Labor Negotiator - Agency Negotiator, Dr. Robert Martinez: Employee Organization, Antioch Education Association and California School Employees Association, Chapter 85**

3. **Recall to Open Session: 7:07 PM** (Roll Call and Reestablishment of Quorum)

A. **Reestablishment of Quorum**

Present: President Clyde Lewis, Vice President Jag Lathan, Trustee Antonio Hernandez, Trustee Mary Rocha.

Absent: Trustee Gary Hack

B. **Reports from Closed Session**

There was no reportable action from Closed Session.

C. **Flag Salute:** The pledge was led by Trustee Hernandez.

D. **Approval of Minutes for the Regular Board of Education Meeting of October 25, 2023**

Motion: Approve the Minutes of the Regular Board of Education meeting of October 25, 2023. **Moved by:** Mary Rocha. **Seconded by:** Dr. Jag Lathan. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

E. **Approval of Minutes for the Regular Board of Education Meeting of November 8, 2023**

Motion: Approve the Minutes of the Regular Board of Education meeting of November 8, 2023. **Moved by:** Mary Rocha. **Seconded by:** Dr. Jag Lathan. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

4. **Superintendent Reports:**

A. **Superintendent Reports**

Superintendent Anello wished everyone a joyous holiday season and stated she would forego her report in the interest of time to accommodate public comments.

5. **School Reports:**

A. **None**

6. **Public Comments:**

A. **Individuals to Address the Board Regarding Items Not on the Agenda from the Public**

Celia Medina Owens praised Antioch teachers and support staff. Ms. Medina Owens advocated for better pay and benefits for Antioch teachers and support staff.

Velma Wilson wished everyone happy holidays and shared information regarding the MLK art and essay contest. Ms. Wilson thanked Antioch teachers for their assistance to students who submitted entries. Ms. Wilson also thanked parents for their participation in the parent advisory committee and DELAC. Ms. Wilson encouraged teachers to join the PTA.

B. **Individuals to Address the Board Regarding Items Not on the Agenda from District Employees**

Amanda Freitas expressed her support for increased teacher pay and benefits. Ms. Freitas also expressed her disappointment regarding the use of Fremont School classroom space by Sierra Schools.

Leslie Adams expressed her support for increased teacher health benefits, a reasonable cost of living increase, full-time librarians, more high school computers for student use, additional resource specialists, additional adult support in kindergarten classrooms, and lower class sizes.

Veronica Ayala advocated for increased and full medical family benefits for teachers.

Jaime Leuschen invited the Board to her classroom to meet her amazing students. Ms. Leuschen shared a cost-of-living analysis to show why she supports increased pay for teachers.

Rita Landski shared why she feels it is important to retain teachers and staff with increased teacher and classified pay and benefits.

Maria Villanueva shared on behalf of a fellow teacher who expressed her support for lower class sizes and increased pay and benefits. Ms. Villanueva shared that she and her fellow teachers use personal money to purchase items for their classroom, so an increase in teacher pay would help offset these expenses.

Lisa Henley expressed her concerns regarding an increase in student behavior on her campus and is advocating for counseling-enriched classes on all campuses. Ms. Henley also expressed her support for increased pay and benefits.

Leslie McNabb shared her concerns regarding staffing ratios and class sizes. Ms. McNabb shared her support for higher salaries and full family benefits.

Kasey Graham shared that she believes higher pay and increased benefits will attract new teachers and help with teacher retention. Ms. Graham also shared her support for smaller class sizes to benefit teachers and students.

Ken Kent expressed his support for his fellow teachers and meeting the needs of students. Mr. Kent shared his experiences, saying that an increase in adult support in the classroom helps students be successful.

7. District Reports:

A. Career Technical Education (CTE) Overview

Director Lindsay Wisely presented information regarding the District's current CTE and academy program opportunities. Director Wisely shared that LCAP Goal 3, College and Career Readiness, is supported by these District programs, and the District monitors metrics to gauge the progress of the programs. District Wisely reported that the District has seen an increase in program participation and graduation rates, along with positive gains on other monitored metrics such as AP passing rates and A-G and CTE completion rates. Director Wisely shared details regarding new programs and expansions to the current programs, along with contact information and social media links to access additional information regarding CTE and academy programs.

A trustee thanked Director Wisely for the presentation and sharing the wonderful work that is happening in the District.

A trustee asked what the long-term plans are for the CTE program and how parents are engaged in the development of the programs. Director Wisely responded that there is a focus on having more CTE completers and building each program through support for teachers and professional development. In addition, parents were engaged in designing rooms for a newer pathway, and while industry partners are heavily involved in the programs, CTE leaders are looking at how to engage more parents.

A trustee asked when students choose a pathway program. Director Wisely shared that after various presentations and informational sessions for parents and students, students select a pathway during their 8th grade year.

President Lewis requested that the rules be suspended to allow another 30-minute block of public comments.

Conan Moats thanked Superintendent Anello for foregoing her comments in the interest of time and for allowing public comments earlier in the evening. Mr. Moats thanked Director Wisely for her dedication to the CTE program. Mr. Moats shared that more resources will better support students. Mr. Moats also advocated for higher pay and full benefits.

Carmen Parra shared that she is starting her 24th year as a counselor and that supporting students is rewarding. Ms. Parra advocated for lower counselor caseloads so that counselors can better support students.

Mary McHugh shared that she believes that the NCUST process will provide opportunities and a foundation to build on for students. Ms. McHugh advocated for an investment in teachers so that they can provide the very best for students.

Ashlee Oneal advocated for a lower caseload for counselors. Ms. Oneal shared that studies show that lower caseloads result in better test scores, attendance, higher graduation rates, and lower disciplinary incidents.

Suzy Hines advocated for full benefits. Ms. Hines also advocated for more counselors at Orchard Park High School.

Andre Tim Tim shared that competitive wages and benefits will result in attracting new teachers and better teacher retention.

Zach Williams advocated for more computers at Deer Valley High School, higher pay, full benefits, and lower counseling caseloads. Mr. Williams also shared that teachers are important to student success.

Saxon Brown advocated for lower class sizes in transitional kindergarten classes so that teachers could better support students. Ms. Brown also advocated for increased wages and fully paid family medical benefits.

Samantha Lipisko advocated for feminine hygiene products to be made available to students and increased health benefits.

Monica Cannady advocated for an increase in wages and full family health benefits.

Sarah Phalen Nichols shared why she believes increased classes will negatively impact students and staff.

8. **Hearings:**

A. **None**

9. **Public Presentations:**

A. **None**

10. **Consent Calendar:**

- A. **Approval of All Consent Items**
- B. **Purchase Order Report 2023-24-08**
- C. **Payroll Summary Report - November 2023**
- D. **Accounts Payable Batch Totals Report - November 2023**
- E. **Accounts Payable Checks Summary Report - November 2023**
- F. **Acceptance of 2022-23 Annual Developer Fees Report**
- G. **Certificate of Signatures**

- H. **Donation Report**
- I. **Rejection of Claim No. 631303**
- J. **Surplus and Obsolete Report**
- K. **Renewal of Services with the Super Co-Op for United States Department of Agriculture Foods**
- L. **Certificated Human Resources Report 2023-24-8**
- M. **Classified Human Resources Report 2023-24-8**
- N. **Master Contract with Spectrum Antioch Nonpublic School for 2023-2024**
- O. **Addendum to Services Agreement with ATX Learning LLC**
- P. **Addendum to Services Agreement with Maxim Healthcare Staffing Services, Inc.**
- Q. **Addendum to Services Agreement with Pioneer Healthcare Services**
- R. **Interagency Agreement with Contra Costa County Health Services**
- S. **Services Agreement with Dance Studio Maseuani on behalf of Antioch Middle School**
- T. **Services Agreement with Kelsey Pacha Consulting**
- U. **Services Agreement with LaShante Smith, LEP**
- V. **Services Agreement with The Regents of the University of California, Berkeley on Behalf of its Bay Area Writing Project (BAWP)**
- W. **Out of State Travel Expense for the Service-Learning Conference, National Youth Leadership Council**
- X. **Stipulated Expulsions E#841 and E#842 and Stipulated Expulsions with Recommendation for Suspended Enforcement E#839 and E#840**

Motion: Approve all Consent Items with the exception of Item X *Stipulated Expulsions E#841 and E#842 and Stipulated Expulsions with Recommendation for Suspended Enforcement E#839 and E#840* which was pulled for a roll call vote. **Moved by:** Antonio Hernandez. **Seconded by:** Mary Rocha. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Item X *Stipulated Expulsions E#841 and E#842 and Stipulated Expulsions with Recommendation for Suspended Enforcement E#839 and E#840* was pulled for a roll call vote.

Motion: Do Not Approve Stipulated Expulsion E#839. **Moved by:** Dr. Jag Lathan. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Motion: Approve Stipulated Expulsion E#840. **Moved by:** Antonio Hernandez. **Seconded by:** Dr. Jag Lathan. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Motion: Approve Stipulated Expulsion E#841. **Moved by:** Dr. Jag Lathan. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Motion: Do Not Approve Stipulated Expulsion E#842. **Moved by:** Dr. Jag Lathan. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 3-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis. **No:** Mary Rocha

11. **Action Items:**

A. **Election of President for the Board of Education**

Motion: Approve Antonio Hernandez as the President of the Board of Education to serve a one-year term. **Moved by:** Dr. Clyde Lewis **Seconded by:** Mary Rocha. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Newly elected President Antonio Hernandez shared what drives him and the Board work he does.

B. **Election of Vice President for the Board of Education**

Motion: Approve Mary Rocha as the Vice President of the Board of Education to serve a one-year term. **Moved by:** Marty Rocha. **Seconded by:** Dr. Clyde Lewis. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

C. **Election of Board Member Liaison to Contra Costa County School Boards Association**

Motion: Approve Mary Rocha to continue as the Board Member Liaison to Contra Costa County School Boards Association. **Moved by:** Dr. Clyde Lewis. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

The Board took a short break at 9:08 p.m. and reconvened at 9:12 p.m.

Present: President Clyde Lewis, Vice President Jag Lathan, Trustee Antonio Hernandez, Trustee Mary Rocha.

D. **2023-24 First Interim Report**

Associate Superintendent Liz Robbins shared the District's 2023-24 First Interim Budget. The budget report is used to provide an update on the current budget to the public, the state, the county, and the Board. The report covers the financial condition of the District for the period of July 1st–October 31st, 2023.

Motion: Approve the First Interim Report for the period ending October 31, 2023. **Moved by:** Antonio Hernandez. **Seconded by:** Dr. Jag Lathan. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

A trustee asked if there were any restrictions on the ending fund balance that would not allow the money to be spent or if there were planned expenditures that these funds would be used to cover. Associate Superintendent Robbins explained that the ending fund balance may include encumbered expenses not yet paid and planned expenditures. Associate Superintendent Robbins shared that we receive funding throughout the year and there may be funds that won't be received until the following year.

E. **Initial Proposal from California School Employees Association for 2023-2024 to Antioch Unified School District**

Motion: Accept the Initial Proposal for California School Employees Association for 2023-2024. **Moved by:** Mary Rocha. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

F. **2023-2024 School Plans for Student Achievement (SPSA)**

Motion: Approve the School Plans for Student Achievement (SPSA) for sites in receipt of federal categorical funding as presented. **Moved by:** Antonio Hernandez. **Seconded by:** Mary Rocha. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

12. **Items for Information/Discussion/Action by the Board:**

A. **CSBA Delegate Assembly Nomination**

Motion: Nominate Mary Rocha to the Delegate Assembly for CSBA. **Moved by:** Antonio Hernandez. **Seconded by:** Dr. Clyde Lewis. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

B. **Committee Formation “Equity and Excellence Audit Committee”**

Motion: Approve the formation of an Equity and Excellence Ad-Hoc Committee (President Hernandez and Trustee Lathan). **Moved by:** Dr. Jag Lathan. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

C. **Committee Formation “Special Education”**

Motion: Approve the formation of a Special Education Ad-Hoc Committee (Vice President Rocha and Trustee Lewis). **Moved by:** Dr. Jag Lathan. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

13. **Resolutions for First Reading:** None

14. **Resolutions for Immediate Action:**

A. **Resolution 2023-24-34 Authorizing Instructors to Teach Outside of Credential Authorization for the 2023-24 School Year**

Motion: Adopt Resolution 2023-24-34 Authorizing Instructors to Teach Outside of Credential Authorization for the 2023-24 School Year. **Moved by:** Mary Rocha. **Seconded by:** Antonio Hernandez. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

15. **Resolutions for Second Reading and Action:** None

16. **Board Policies for First Reading:** None

17. **Board Policies for Second Reading and Action:** None

18. **Information Items for General Information:**

- A. **Revised Administrative Rule 4161.22/4261.2/4361.2, Personal Leaves**
- B. **Revised Administrative Rule 5125.2 Withholding Grades, Diploma or Transcripts**
- C. **Revised Administrative Rule 5126 Awards for Achievement**
- D. **Revised Administrative Rule 5131.7 Weapons and Dangerous Instruments**
- E. **Williams Visit Report**

19. **Future Agenda Items from Board Members:**

Trustee Lathan requested a future discussion on the SBAC Assessment results and the Anti-Bias Grant work.

20. **Individuals to Address the Board Regarding Items Not on the Agenda Which Exceeded the First 30-Minute Session Limit:** There were no additional comments.

21. **Reports/Comments from Board Members:**

Trustee Lewis shared information regarding his fraternity's fundraising event for education mentoring. Trustee Lewis also shared that he attended the Ruby Bridges Walk to School Day event at Dallas Ranch Middle School and it was well attended. Trustee Lewis shared that he will be speaking at a conference regarding the opioid settlement funds.

Trustee Lathan shared that she attended the Ruby Bridges Walk to School Day event at Grant Elementary School. Trustee Lathan also shared that she visited Carmen Dragon Elementary, Jack London Elementary, Lone Tree Elementary, and Turner Elementary Schools, along with Antioch High School and Antioch Middle School. She shared highlights regarding a couple of the schools she visited and noted she would share highlights from the other schools at a future meeting.

President Hernandez reported that he welcomed elected state officials to the Big Break Marina in Oakley as part of the water education program for Latino leaders. President Hernandez also shared that he attended the City of Antioch's unity event and a talk by Sal Khan.

Trustee Rocha shared information and material from the CSBA conference which she recently attended. Trustee Rocha also shared a book authored by Dr. Rios, a presenter at the CSBA conference.

22. **Future Meetings:**

Regular Board of Education meetings are scheduled for January 24 and February 14, 2024.

23. **Adjournment: 10:13 PM**

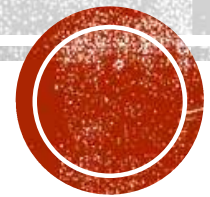
Motion: Adjourn the Board of Education meeting in thankfulness of President Lewis and Vice President Lathan. **Moved by:** Antonio Hernandez. **Seconded by:** Mary Rocha. **Vote:** Motion carried by a 4-0 vote. **Yes:** Antonio Hernandez, Dr. Jag Lathan, Dr. Clyde Lewis, Mary Rocha.

Dr. Clyde Lewis Jr, President

Stephanie Anello, Superintendent

AUSD BOND UPDATE

January 24, 2024



Antioch Unified School District- Schools Facility Bond Information

This bond has one goal: Improving the quality of Antioch Schools!!!

- While there have been improvements in the quality of our schools over the past few years, the fact remains that our schools are old. Classrooms and restrooms need modernization, electrical systems are outdated, and HVAC and roofs are at the end of their life. Schools built years ago need significant updating.
- Many of our schools are 60-70 years old. The Board of Education approved a bond measure to be placed on the ballot in March 2024 to address the most pressing needs of our district:
 - Remove hazardous materials like asbestos and lead paint from school sites
 - Repair or replace old worn-out roofs, floors, walkways, lighting, HVAC, plumbing, and electrical systems
 - Improve school security and emergency communications systems
 - Update instructional technology in classrooms for improved student learning
 - Renovate restrooms to make them accessible for students with disabilities
 - Upgrade and repair physical education facilities and playground equipment to meet current safety standards
 - Make repairs and energy efficiency improvements to all schools
 - Free up resources to improve the quality of classroom instruction in core subjects like reading, math, and science to prepare students for success in college and careers

This bond will update our aging schools, technology, and equipment. It will protect the health, safety, and security of AUSD students and staff. It will also:

- Add TK-K classrooms at John Muir Elementary
- Add a new gymnasium and cafeteria at Orchard Park
- Replace old portables with a new two-story building of classrooms at Park Middle School
- Modernize the gymnasium at Antioch Middle School

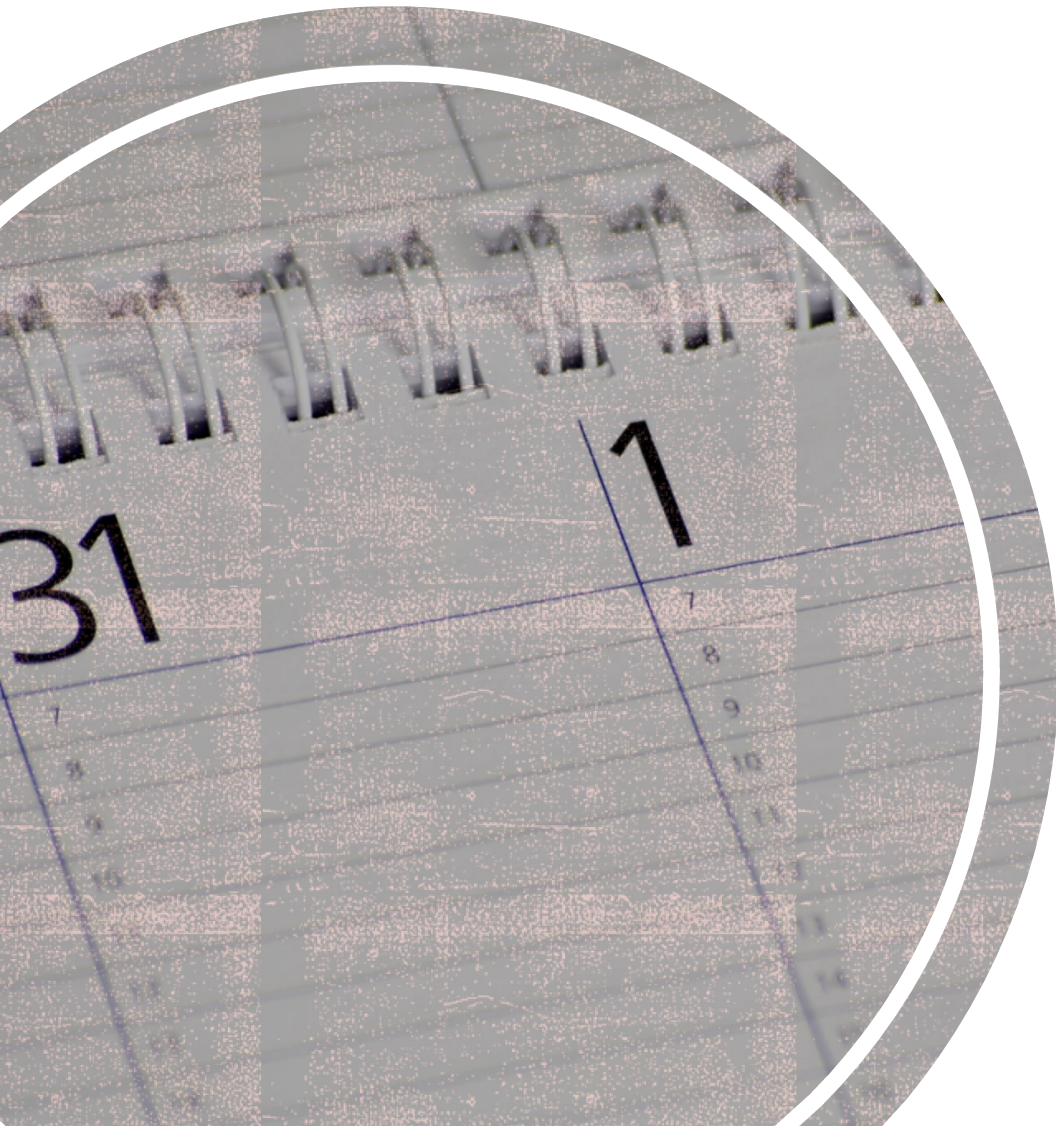
If approved, the measure would authorize up to \$195M in bonds to finance various repairs and improvements in our schools. The projected cost of the bond to the taxpayers is \$48 per \$100,000 of assessed (not market) value. Bond programs such as this one require a clear system of accountability, including a project list that details how the money may be used, establishing a Citizens' Oversight Committee, and conducting independent audits to ensure all funds are spent as intended. Additional information can be obtained from the District's website.



75-WORD BALLOT LANGUAGE MEASURE B

- To upgrade classrooms, labs and learning technology, improve school safety and emergency communications, repair leaky roofs and restrooms, upgrade heating, air-conditioning, electrical and plumbing systems, and make accessibility upgrades for people with disabilities; shall Antioch Unified School District's measure be adopted, issuing \$195,000,000 in bonds at legal interest rates, generating an average \$13,500,000 annually until approximately 2059, at estimated tax rates of approximately \$48 per \$100,000 assessed value with annual audits, citizen's oversight, and all funds staying local.





BOND SCHEDULE FOR MEASURE B

- Mail-in ballots mailed to voters on February 5th
- Mail-in ballots must be mailed back, and post marked by February 27th
- Election date is March 5th



	BOND PROJECTS - DRAFT INITIAL ESTIMATES					
Bond project to be supplemented with Deferred Maintenance and Developer Fees	FREMONT ELEMENTARY	MUIR ELEMENTARY	ORCHARD PARK K-8	Antioch Middle School	Park Middle School	VARIOUS SITES
NEW CLASSROOMS/MPR/ADMIN	\$42.0M					
TK-K CLASSROOMS		\$10.0M				
NEW GYMNASIUM			\$16.1M			
NEW CAFETERIA			\$11.6M			
NEW/MOD GYMNASIUM & DEMOLISH BLDG 300				\$27.3M		
NEW CLASSROOMS & FRONT HVAC					\$30.0M	\$10M
ROOF						\$25M
ASPHALT						\$15M
UPDATE RESTROOMS						\$10M
PAINT EXTERIOR-ELEMENTARY						\$1.5M
PAINT EXTERIOR- SECONDARY						\$2.0M
MARQUEES						\$1.0M
PLAY STRUCTURE						\$3.0M
SHADE STRUCTURE						\$1.0M
NEW CLASSROOM FURNITURE						\$2.5M
Program Revenue Sources						
Bond	\$195M					
Deferred Maintenance	\$4M					
Developer Fees	\$10M					
	<u>\$209M</u>					



ANTIOCH MIDDLE SCHOOL

PROPOSED BOND IMPROVEMENTS



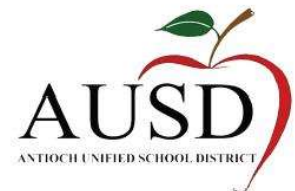
IMPROVEMENTS MAY INCLUDE:

Asphalt *	Kitchen
Field/Landscaping/Drainage Improvements	Lighting *
New Exterior Paint	Locker Rooms
Track Renovation	Media Technology
Classroom Modernization *	New/Upgraded Windows
Demolish 300 Building	Restrooms *
Gymnasium	Roof *
HVAC	Safety & Security Upgrades

* Improvement applies throughout the campus



*Stay Tuned for
Exciting Changes!*



FREMONT ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

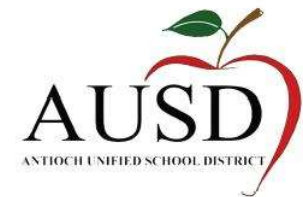


IMPROVEMENTS MAY INCLUDE:

 Asphalt *	 Multipurpose Building
 Field/Landscaping/Drainage Improvements	 New/Upgraded Windows
 Play Structure	 Partial Building Replacement (Admin, MPR, Classroom)
 Admin Building	 Restrooms *
 Classroom Modernization *	 Roof *
 Kitchen	 Safety & Security Upgrades
 Lighting *	 Wellness Center
 Media Technology	

* Improvement applies throughout the campus

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JOHN MUIR ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



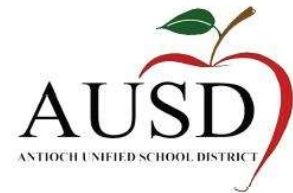
IMPROVEMENTS MAY INCLUDE:

Asphalt *	Kitchen
Field/Landscaping/Drainage Improvements	Lighting *
New Exterior Paint	Media Technology
Play Structure	Multipurpose Building
Restrooms *	New TK/K Classrooms
Classroom Modernization *	New/Upgraded Windows
HVAC	Safety & Security Upgrades
	Wellness Center

* Improvement applies throughout the campus



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ORCHARD PARK K-8 SCHOOL

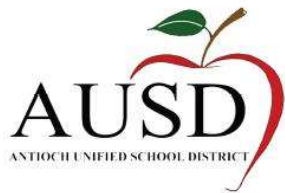
PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

 Asphalt *	 Lighting *
 Field/Landscaping/Drainage Improvements	 Media Technology
 New Exterior Paint	 Multipurpose Building
 Play Structure	 New Classrooms
 Classroom Modernization *	 New/Upgraded Windows
 Gymnasium	 Reseal Building/Retile Cladding
 HVAC	 Safety & Security Upgrades
	 Wellness Center

* Improvement applies throughout the campus



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PARK MIDDLE SCHOOL

PROPOSED BOND IMPROVEMENTS

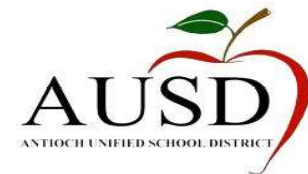


IMPROVEMENTS MAY INCLUDE:

 Asphalt *	 Lighting *
 Field/Landscaping/Drainage Improvements	 Locker Rooms
 New Exterior Paint	 Media Technology
 Track Renovation	 New/Upgraded Windows
 Classroom Modernization *	 Restrooms *
 Gymnasium	 Roof *
 HVAC	 Safety & Security Upgrades

* Improvement applies throughout the campus

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BLACK DIAMOND MIDDLE SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 Paint
- 4 Safety & Security Upgrades

*Improvement applies throughout the campus

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Exciting Changes!*



DALLAS RANCH MIDDLE SCHOOL

PROPOSED BOND IMPROVEMENTS

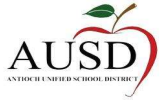


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 Paint
- 4 Safety & Security Upgrades

*Improvement applies throughout the campus

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DEER VALLEY HIGH SCHOOL

PROPOSED BOND IMPROVEMENTS

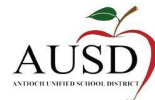


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Electrical Upgrades
- 5 HVAC
- 6 Safety & Security Upgrades

*Improvement applies throughout the campus

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Exciting Changes!*



DOZIER-LIBBEY MEDICAL HIGH SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Portables
- 5 Modernize Gymnasium
- 6 Marquee
- 7 Safety & Security Upgrades

*Improvement applies throughout the campus

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Exciting Changes!*



BELSHAW ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

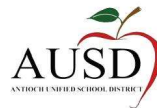


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 Play Structure
- 4 Classroom Modernization *
- 5 HVAC
- 6 Kitchen
- 7 Lighting *
- 8 Multipurpose Building
- 9 Restrooms *
- 10 Roof *
- 11 Safety & Security Upgrades

* Improvement applies throughout the campus

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CARMEN DRAGON ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

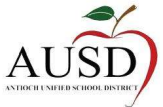


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Classroom Modernization *
- 6 HVAC
- 7 Lighting *
- 8 Restrooms *
- 9 Safety & Security Upgrades

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



DIABLO VISTA ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Classroom Modernization *
- 6 HVAC
- 7 Lighting *
- 8 Restrooms *
- 9 Safety & Security Upgrades

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



JACK LONDON ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

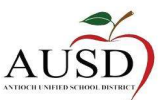


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Classroom Modernization *
- 6 Lighting *
- 7 Restrooms *
- 8 Roof *
- 9 Safety & Security Upgrades

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



KIMBALL ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 Play Structure
- 4 Classroom Modernization *
- 5 HVAC
- 6 Lighting *
- 7 Multipurpose Building
- 8 New/Upgraded Windows
- 9 Restrooms *
- 10 Safety & Security Upgrades

*Improvement applies throughout the campus



*Stay Tuned for
Exciting Changes!*

LONE TREE ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Classroom Modernization *
- 6 HVAC
- 7 Lighting *
- 8 Restrooms *
- 9 Safety & Security Upgrades

*Improvement applies throughout the campus



*Stay Tuned for
Exciting Changes!*

MARSH ELEMENTARY SCHOOL

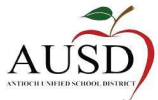
PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Restrooms *
- 6 Classroom Modernization *
- 7 Kitchen
- 8 Lighting *
- 9 Multipurpose Building
- 10 New/Upgraded Windows
- 11 Roof *
- 12 Safety & Security Upgrades

*Improvement applies throughout the campus



*Stay Tuned for
Exciting Changes!*

MISSION ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

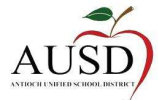


IMPROVEMENTS MAY INCLUDE:

- 1 Asphalt *
- 2 Field/Landscaping/Drainage Improvements
- 3 New Exterior Paint
- 4 Play Structure
- 5 Classroom Modernization *
- 6 HVAC
- 7 Kitchen
- 8 Lighting *
- 9 Multipurpose Building
- 10 New/Upgraded Windows
- 11 Restrooms *
- 12 Roof *
- 13 Safety & Security Upgrades

*Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



MNO GRANT ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

1 Asphalt *	8 Lighting *
2 Field/Landscaping/Drainage Improvements	9 Restrooms *
3 New Exterior Paint	10 Safety & Security Upgrades
4 Play Structure	
5 Classroom Modernization *	
6 HVAC	
7 Kitchen	

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



SUTTER ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS

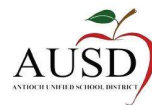


IMPROVEMENTS MAY INCLUDE:

1 Asphalt *	8 Media Technology
2 Field/Landscaping/Drainage Improvements	9 Multipurpose Building
3 Play Structure	10 New/Upgraded Windows
4 Classroom Modernization *	11 Restrooms *
5 HVAC	12 Roof *
6 Kitchen	13 Safety & Security Upgrades
7 Lighting *	

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



TURNER ELEMENTARY SCHOOL

PROPOSED BOND IMPROVEMENTS



IMPROVEMENTS MAY INCLUDE:

1 Asphalt *	8 Multipurpose Building
2 Field/Landscaping/Drainage Improvements	9 New/Upgraded Windows
3 Play Structure	10 Restrooms *
4 Classroom Modernization *	11 Safety & Security Upgrades
5 HVAC	
6 Kitchen	
7 Lighting *	

* Improvement applies throughout the campus

*Stay Tuned for
Exciting Changes!*



ANTIOCH UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS

June 30, 2023

ANTIOCH UNIFIED SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
June 30, 2023

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ANTIOCH UNIFIED SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
June 30, 2023

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INDEPENDENT AUDITOR'S REPORT

Report on the Audit of the Financial Statements***Opinions***

We have audited the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Antioch Unified School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Antioch Unified School District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of Antioch Unified School District, as of June 30, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards (Government Auditing Standards)*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Antioch Unified School District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Antioch Unified School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Antioch Unified School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Antioch Unified School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 to 13 and the General Fund Budgetary Comparison Schedule, the Schedule of Changes in the District's Net OPEB Liability, the Schedule of Money-Weighted Return of OPEB Plan Investments, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of the District's Contributions – OPEB and Pensions on pages 54 to 61 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

(Continued)

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Antioch Unified School District's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and, except for that portion marked "unaudited," was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, that information is fairly stated in all material respects in relation to the financial statements as a whole. The information marked "unaudited" has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2023 on our consideration of Antioch Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Antioch Unified School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Antioch Unified School District's internal control over financial reporting and compliance.


Crowe LLP

Sacramento, California
December 11, 2023

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT’S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

Management’s discussion and analysis of Antioch Unified School District’s (the “District”) financial performance provides an overall review of the District’s financial activities for the fiscal year ended June 30, 2023. The intent of this discussion and analysis is to look at the District’s financial performance as a whole. To provide a complete understanding of the District’s financial performance, please read it in conjunction with the Independent Auditor’s Report on page 1 through 3, notes to the basic financial statements and the District’s financial statements.

Management’s Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in Codification Section 2200.101. Certain comparative information is required to be presented in the MD&A.

FINANCIAL HIGHLIGHTS

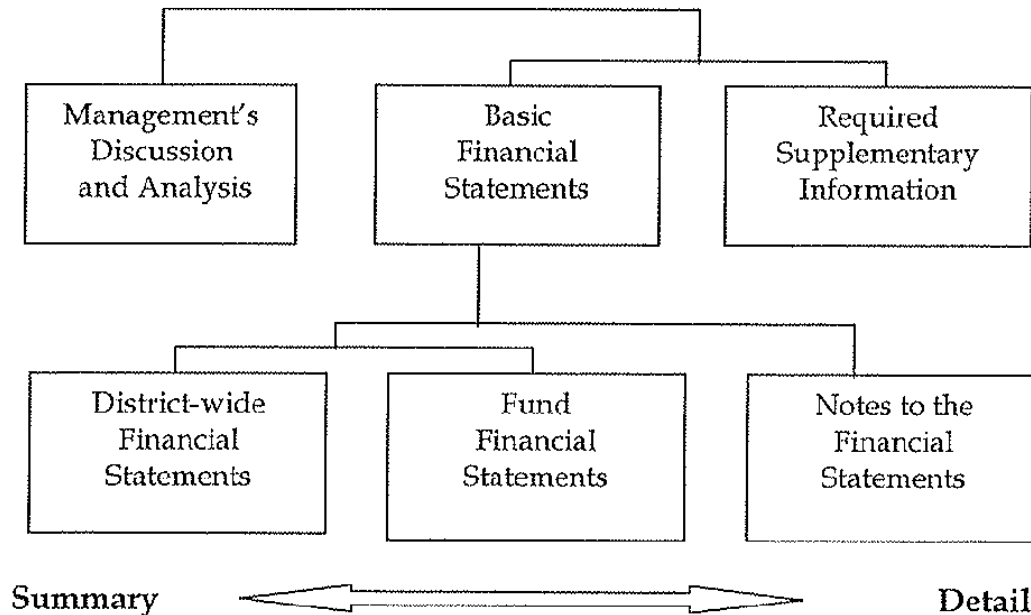
- The financial statements present the District’s fiscal activity of expenditures, revenues, assets, liabilities, beginning, and ending fund balances.
- Fiscal year starts in July and ends in June.
- The financial statements reflect the District’s educational policy into sound instructional programs and delivery systems through the prudent allocation of financial resources.
- School finance is a complex and dynamic process that evolves daily. There are many variables, which impact a school district’s finances – including student enrollment, student attendance, inflation, school facilities, state and federal funding, state and national economy.
- General Fund revenues and other sources exceeded expenditures and other uses by approximately \$32.2 million, resulting in a General Fund ending balance of approximately \$84.7 million with a reserve level of \$8.8 million which represented 3.3% of total expenditures and uses; thus, satisfying the State minimum reserve requirement of 3%.
- The total of the District’s land, sites, building, and equipment as valued on an acquisition cost basis was \$491 million. After depreciation, the June 30, 2023 book value for fixed assets totaled \$245 million.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management's discussion and analysis (this section), the basic financial statements, and required supplementary information. These statements are organized so the reader can understand the Antioch Unified School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

Components of the Financial Section



The first two statements are *district-wide financial statements*, the Statement of Net Position and Statement of Activities. These statements provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for the future spending. The fund financial statements also look at the District's more significant funds with all other non-major funds presented in total in one column. A comparison of the District's general fund budget is included.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Reporting the School District as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the District's assets and liabilities using the accrual basis of accounting. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid.

These two statements report the District's net position and changes in that position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, is one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools to assess the overall health of the District.

- Increases or decreases in the net position of the District over time is an indication of whether its financial position is improving or deteriorating, respectively.
- Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

Reporting the School District's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

- **Governmental Funds**

Most of the School District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund and the Building fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

- **Fiduciary Funds**

The District is the trustee, or fiduciary, for its scholarship fund and the Futuris OPEB Trust Fund. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS

The School District as a Whole

(Table 1)		
Comparative Statements of Net Position		
	2023	2022
Assets		
Cash and Investments	\$ 100,040,595	\$ 92,378,998
Receivables	71,504,655	19,199,889
Stores Inventory	298,544	313,841
Non-depreciable capital assets	34,024,633	30,486,391
Capital Assets (Net of Depreciation)	211,019,190	219,539,065
Total Assets	<u>416,887,617</u>	<u>361,918,184</u>
Deferred Outflows of Resources		
Deferred Outflows of Resources	60,239,232	44,389,725
Liabilities		
Accounts Payable and Other Current Liabilities	46,509,635	23,064,334
Unearned Revenue	9,958,159	7,530,591
Long-Term Liabilities	338,512,699	282,517,457
Total Liabilities	<u>394,980,493</u>	<u>313,112,382</u>
Deferred Inflows of Resources		
Deferred Inflows of Resources	30,878,667	91,223,339
Net Position		
Net Investment in Capital Assets	122,192,744	124,638,692
Restricted	74,820,643	37,660,607
Unrestricted	(145,745,698)	(160,327,111)
Total Net Position	<u>\$ 51,267,689</u>	<u>\$ 1,972,188</u>

As presented above in Table 1, the District's net position was \$51.2 million at June 30, 2022. Of this amount \$74.8 million was restricted. Investments in capital assets, net of related debt, account for \$122.1 million of the total net position. As a result, the District's unrestricted net position was a negative \$145 million.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

**(Table 2)
Comparative Statements of Activities**

	2023	2022
Revenues		
Programs Revenues	\$ 101,719,725	\$ 68,040,077
General Revenues		
Taxes levied for general purpose	65,381,605	59,039,284
Taxes levied for other specific purpose	7,903,213	1,643,088
Taxes levied for debt service	1,957,008	6,030,970
Federal and State aid not restricted to specific purposes	142,407,020	123,588,480
Interest and investment earnings	2,876,265	(485,112)
Miscellaneous	1,803,466	1,285,372
Total Revenues	<u>324,048,302</u>	<u>259,142,159</u>
Expenses		
Instruction	145,609,006	134,157,345
Instruction-related services	30,851,198	23,997,321
Pupil support service	34,562,055	26,415,843
General administration	16,265,392	11,878,451
Plant services	40,994,274	33,178,333
Other	6,470,876	6,285,681
Total Expenses	<u>274,752,801</u>	<u>235,912,974</u>
 (Decrease) increase in net position	 <u>49,295,501</u>	 <u>23,229,185</u>
 Net Position, Beginning	 <u>1,972,188</u>	 <u>(21,256,997)</u>
 Net position, Beginning - as restated	 <u>1,972,188</u>	 <u>(21,256,997)</u>
 Net Position, Ending	 <u>\$ 51,267,689</u>	 <u>\$ 1,972,188</u>

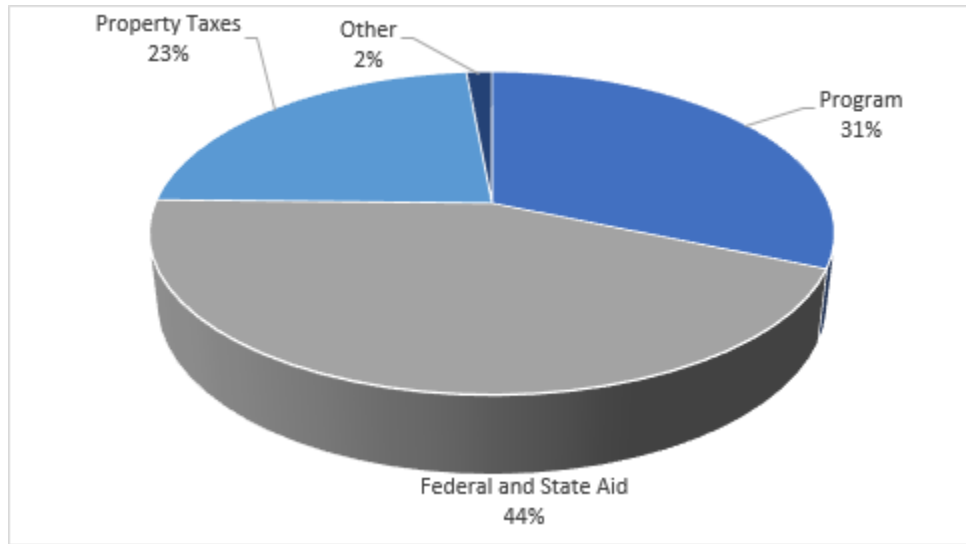
As illustrated above in Table 2 above, the District's expenses for instructional and pupil services represented approximately 77% of total expenses. General administrative activities of the District accounted for 6% of total costs. The remaining 17% was spent in the areas of plant services and other expenses, interest on long-term debt, depreciation and other outgo.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

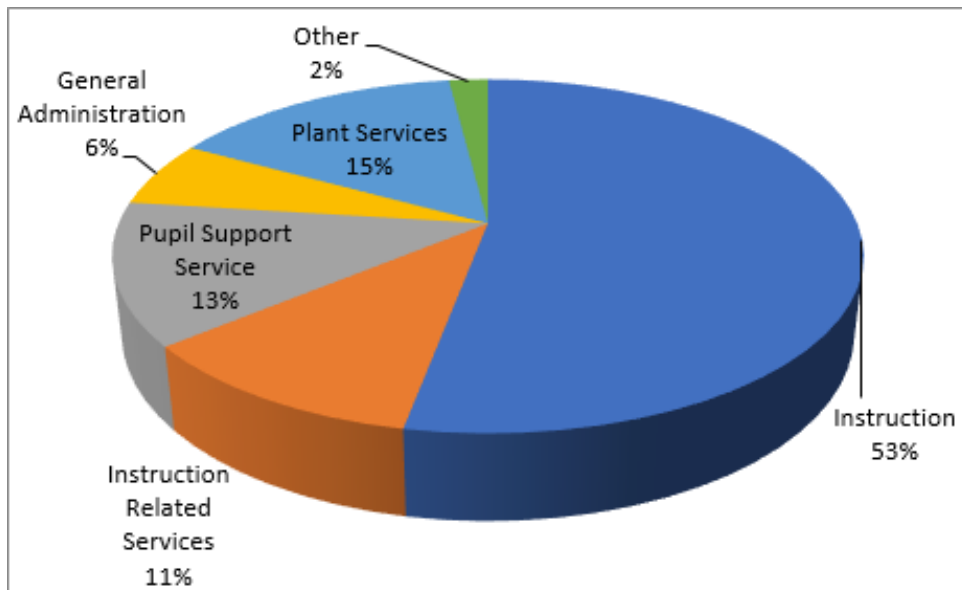
Governmental Activities

As reported in the Statement of Activities, the cost of all the District's governmental activities this year was \$274 million. The amount that our local taxpayers financed for these activities through property taxes totaled \$75.2 million. Federal and State aid not restricted to specific purposes totaled \$142.4 million. Program revenues totaled \$101 million. Lastly, interest and investment earnings, and miscellaneous revenue totaled approximately \$4.6 million (See Figure 1).

**Sources of Revenue for the 2022-23 Fiscal Year
Figure 1**



**Expenses for the Fiscal Year 2022-23
Figure 2**



**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The District's individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of \$117.2 million, a net increase of \$34 million from the previous fiscal year's combined ending balance of \$83.2 million.

General Fund Budgetary Highlights

Over the year, the District revised the annual operating budget monthly. The significant budget adjustments fell into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditures categories for school and department budgets.

The District ended the year with an increase of \$32.1 million to the General Fund ending fund balance. The State requires an ending reserve for economic uncertainties of 3%. The District's available reserves were 3.3%, which represent the reserve for economic uncertainties.

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

During the 2022-23 fiscal year, the District invested an additional \$9.7 million in a broad range of capital assets, including school buildings, site improvements, vehicles, and equipment. The District's capital assets, net of depreciation, totaled \$245 million at June 30, 2023.

**(Table 3)
Comparative Schedule of Capital Assets
(net of depreciation)
June 30, 2023 and 2022**

	2023	2022	Difference	Total Percent Change
Land	\$ 24,119,506	\$ 24,119,506	\$0	0.0%
Site Improvement	3,958,410	4,634,872	(676,462)	-14.6%
Buildings	198,397,251	206,706,285	(8,309,034)	-4.0%
Machinery & Equipment	8,663,529	8,197,908	465,621	5.7%
Work in Progress	9,905,127	6,366,885	3,538,242	55.6%
Total	<u>\$ 245,043,823</u>	<u>\$250,025,456</u>	<u>(\$4,981,633)</u>	42.6%

Long-Term Debt

At June 30, 2023, the District had \$338.5 million in long-term debt outstanding.

**(Table 4)
Comparative Schedule of Outstanding Debt
June 30, 2023 and 2022**

	2023	2022	Difference	Total Percent Change
General Obligation Bonds	\$ 98,380,000	\$ 102,695,000	(\$4,315,000)	-4.2%
Unamortized Premiums	3,667,249	3,830,923	(163,674)	-4.3%
Qualified Zone Academy Bonds	14,187,207	15,897,573	(1,710,366)	-10.8%
Certificates of Participation	7,750,000	8,610,000	(860,000)	-10.0%
Net OPEB Liability	52,413,302	51,885,389	527,913	1.0%
Net Pension Liability	160,103,000	97,402,000	62,701,000	64.4%
Compensated Absences	2,011,941	2,196,572	(184,631)	-8.4%
Total	<u>\$ 338,512,699</u>	<u>\$ 282,517,457</u>	<u>\$ 55,995,242</u>	19.8%

**ANTIOCH UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023**

FACTORS BEARING ON THE DISTRICT'S FUTURE

“Local Educational Agencies should be aware that the state faces potential revenue shortfalls and budget deficits that could result in further cuts to education spending. The state’s total revenue for the last fiscal year will not be known until all outstanding 2022 taxes have been filed, because nearly all residents and some corporations were granted tax filing extensions until November.

Moreover, the Legislative Analyst's Office recently indicated that the state may be experiencing a mild recession that began in the fourth quarter of 2022. While state revenues appear to be stabilizing, the office projects that the state will face a nearly \$10 billion deficit in 2024-25. To compound matters, the 2024-25 COLA is showing a downward trend towards 2%. This projection is based on five out of the eight data points used to calculate the statutory COLA.

LEAs face near and long-term challenges, including risks to the state revenue forecast, reduced ADA because of COVID-19-related student absences, cost pressures (e.g., pension rate increases), expiring one-time COVID-19 relief funds, and declining enrollment. Given that each LEA has unique funding and program needs, it is crucial that LEAs continuously assess their individual situations, work closely with their COE, and develop comprehensive plans that maintain their fiscal solvency and preserve the integrity of their educational programs.”^(a)

^(a) *The Common Message, 2023-24 First Interim Report, California County Superintendents, Business and Administration Services Committee, October 27, 2023.*

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District’s finances and to show the District’s accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Business Services, Antioch Unified School District, 510 G Street, Antioch, CA 94509, (925) 779-7500 x 52090.

BASIC FINANCIAL STATEMENTS

ANTIOCH UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
June 30, 2023

	Governmental Activities
ASSETS	
Cash and investments (Note 2)	\$ 100,040,595
Receivables	71,504,655
Stores inventory	298,544
Non-depreciable capital assets (Note 4)	34,024,633
Capital assets, net of accumulated depreciation (Note 4)	<u>211,019,190</u>
 Total assets	 <u>416,887,617</u>
 DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources - pensions (Notes 7 and 8)	51,931,651
Deferred outflows of resources - OPEB (Note 9)	7,652,453
Deferred loss from advance refunding of debt	<u>655,128</u>
 Total deferred outflows of resources	 <u>60,239,232</u>
 LIABILITIES	
Accounts payable	46,509,635
Unearned revenue	9,958,159
Long-term liabilities (Note 5):	
Due within one year	6,407,004
Due after one year	<u>332,105,695</u>
 Total liabilities	 <u>394,980,493</u>
 DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources - pensions (Notes 7 and 8)	27,279,000
Deferred inflows of resources - OPEB (Note 9)	<u>3,599,667</u>
 Total deferred inflows of resources	 <u>30,878,667</u>
 NET POSITION	
Net investment in capital assets	122,542,744
Restricted:	
Legally restricted programs	53,111,510
Capital projects	16,712,182
Debt service	4,168,702
Unrestricted	<u>(145,267,449)</u>
 Total net position	 <u>\$ 51,267,689</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
Year ended June 30, 2023

		Program Revenues			Net (Expense) Revenues and Change in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental activities:					
Instruction	\$ 145,609,006	\$ 1,248,983	\$66,034,665	\$ 9,609	\$ (78,315,749)
Instruction-related services:					
Supervision of instruction	9,180,345	22,036	2,243,716	-	(6,914,593)
Instructional library, media and technology	1,973,636	92	409,114	-	(1,564,430)
School site administration	19,697,217	465,518	4,282,213	-	(14,949,486)
Pupil services:					
Home-to-school transportation	6,651,732	-	5,364	-	(6,646,368)
Food services	10,057,719	122,981	11,771,733	-	1,836,995
All other pupil services	17,852,604	62,450	6,135,289	-	(11,654,865)
General administration:					
Data processing	5,025,385	2,749	2,345,222	-	(2,677,414)
All other general administration	11,240,007	64,996	1,825,094	-	(9,349,917)
Plant services	40,994,274	268,145	3,012,172	-	(37,713,957)
Ancillary services	2,168,134	1,172,974	210,577	-	(784,583)
Community services	2,305	432	3,442	-	1,569
Interest on long-term liabilities	4,274,268	-	-	-	(4,274,268)
Other outgo	26,169	-	159	-	(26,010)
Total governmental activities	<u>\$ 274,752,801</u>	<u>\$ 3,431,356</u>	<u>\$98,278,760</u>	<u>\$ 9,609</u>	<u>(173,033,076)</u>
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					65,381,605
Taxes levied for debt service					7,903,213
Taxes levied for other specific purposes					1,957,008
Federal and state aid not restricted to specific purposes					142,407,020
Interest and investment earnings					2,876,265
Miscellaneous					<u>1,803,466</u>
Total general revenues					<u>222,328,577</u>
Change in net position					<u>49,295,501</u>
Net position, June 30, 2022					<u>1,972,188</u>
Net position, June 30, 2023					<u>\$ 51,267,689</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2023

	General <u>Fund</u>	All Non-Major <u>Funds</u>	Total Governmental <u>Funds</u>
ASSETS			
Cash and investments:			
Cash in County Treasury	\$ 69,654,776	\$ 27,851,279	\$ 97,506,055
Cash on hand and in banks	333,433	1,246,205	1,579,638
Cash in revolving fund	20,000	20,000	40,000
Investments	827,828	87,074	914,902
Receivables	67,912,822	3,591,833	71,504,655
Stores inventory	<u>-</u>	<u>298,544</u>	<u>298,544</u>
Total assets	<u>\$ 138,748,859</u>	<u>\$ 33,094,935</u>	<u>\$ 171,843,794</u>
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	\$ 44,042,843	\$ 610,432	\$ 44,653,275
Unearned revenue	<u>9,958,159</u>	<u>-</u>	<u>9,958,159</u>
Total liabilities	<u>54,001,002</u>	<u>610,432</u>	<u>54,611,434</u>
Fund balances:			
Nonspendable	20,000	318,544	338,544
Restricted	42,336,140	32,165,959	74,502,099
Assigned	33,579,656	-	33,579,656
Unassigned	<u>8,812,061</u>	<u>-</u>	<u>8,812,061</u>
Total fund balances	<u>84,747,857</u>	<u>32,484,503</u>	<u>117,232,360</u>
Total liabilities and fund balances	<u>\$ 138,748,859</u>	<u>\$ 33,094,935</u>	<u>\$ 171,843,794</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
June 30, 2023

Total fund balances - Governmental Funds		\$ 117,232,360
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$491,482,882 and the accumulated depreciation \$246,439,059 (Note 4).		245,043,823
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2023 consisted of (Note 5):		
General Obligation Bonds	\$ (98,380,000)	
Unamortized premiums	(3,667,249)	
Certificates of Participation	(7,750,000)	
Qualified Zone Academy Bond (QZAB)	(14,187,207)	
Net OPEB Liability (Note 9)	(52,413,302)	
Net pension liability (Notes 7 and 8)	(160,103,000)	
Compensated absences	<u>(2,011,941)</u>	
		(338,512,699)
In government funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported (Notes 7 and 8).		
Deferred outflows of resources relating to pensions	51,931,651	
Deferred inflows of resources relating to pensions	<u>(27,279,000)</u>	
		24,652,651
In government funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to OPEB are reported (Note 9).		
Deferred outflows of resources relating to OPEB	7,652,453	
Deferred inflows of resources relating to OPEB	<u>(3,599,667)</u>	
		4,052,786
In government funds, losses on refunding of debt are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred outflows and are amortized over the life of the debt.		655,128
Unmatured interest is not recognized until it is due and therefore is not accrued as a payable in government funds.		<u>(1,856,360)</u>
Total net position - governmental activities		<u>\$ 51,267,689</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS
Year ended June 30, 2023

	<u>General Fund</u>	<u>All Non-Major Funds</u>	<u>Total Governmental Funds</u>
Revenues:			
Local Control Funding Formula (LCFF):			
State apportionment	\$ 139,020,758	\$ -	\$ 139,020,758
Local sources	62,149,765	-	62,149,765
Total LCFF	201,170,523	-	201,170,523
Federal sources	28,411,227	9,166,390	37,577,617
Other state sources	55,285,102	3,553,978	58,839,080
Other local sources	14,277,848	14,431,239	28,709,087
Total revenues	299,144,700	27,151,607	326,296,307
Expenditures:			
Current:			
Certificated salaries	100,434,941	453,523	100,888,464
Classified salaries	38,129,042	4,711,057	42,840,099
Employee benefits	64,574,170	2,331,673	66,905,843
Books and supplies	8,808,396	5,393,547	14,201,943
Contract services and operating expenditures	45,025,940	1,315,739	46,341,679
Other outgo	26,169	-	26,169
Capital outlay	2,481,651	7,272,394	9,754,045
Debt service:			
Principal retirement	1,710,366	5,175,000	6,885,366
Interest	184,412	4,232,782	4,417,194
Total expenditures	261,375,087	30,885,715	292,260,802
Excess (deficiency) of revenues over (under) expenditures	37,769,613	(3,734,108)	34,035,505
Other financing (uses) sources:			
Transfers in	375,000	5,950,000	6,325,000
Transfers out	(5,950,000)	(375,000)	(6,325,000)
Total other financing (uses) sources	(5,575,000)	5,575,000	-
Net change in fund balances	32,194,613	1,840,892	34,035,505
Fund balances, July 1, 2022	52,553,244	30,643,611	83,196,855
Fund balances, June 30, 2023	\$ 84,747,857	\$ 32,484,503	\$ 117,232,360

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN
FUND BALANCES - GOVERNMENTAL FUNDS - TO THE STATEMENT OF ACTIVITIES
Year ended June 30, 2023

Net change in fund balances - Total Governmental Funds	\$ 34,035,505
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	\$ 9,011,818
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(13,383,249)
In the governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported.	(610,202)
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	6,885,366
In the governmental funds, premiums received on the issuance of debt are recognized as revenue. Premiums are reported as adjustments to debt in the statements of net position (Note 5).	163,674
In the governmental funds, losses on debt refundings are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred outflows and are amortized over the life of the debt.	(50,394)
Unmatured interest is not recognized until it is due and, therefore, is not an expenditure in governmental funds.	42,692
In the governmental funds, other postemployment benefits are recognized when employers contributions are made. In the government-wide statements, other postemployment benefits are recognized on the accrual basis (Notes 5 and 9).	(2,875,448)
In the government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was.	15,891,108
In the governmental funds, expenditures are measured by the amount of financial resources used. In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year (Note 5).	184,631
	<u>15,259,996</u>
Change in net position of governmental activities	<u>\$ 49,295,501</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION - TRUST FUNDS
June 30, 2023

	Other Post- employment Benefits <u>Trust Fund</u>	Foundation Private-Purpose <u>Trust Fund</u>
ASSETS		
Cash and investments (Note 2):		
Cash in County Treasury	\$ 5,959	\$ 53,816
Investments:		
Mutual funds	<u>8,072,468</u>	<u>-</u>
Total assets	<u>\$ 8,078,427</u>	<u>\$ 53,816</u>
NET POSITION		
Restricted for Retiree Benefits and Foundation activities	<u>\$ 8,078,427</u>	<u>\$ 53,816</u>

See accompanying notes to financial statements.

ANTIOCH UNIFIED SCHOOL DISTRICT
STATEMENT OF CHANGE IN FIDUCIARY NET POSITION - TRUST FUNDS
Year ended June 30, 2023

	Other Post- employment Benefits <u>Trust Fund</u>	Foundation Private-Purpose <u>Trust Fund</u>
Additions:		
Net investment earnings:		
Realized and unrealized gains, net	\$ 189,960	\$ -
Dividend and other income	329,344	-
Investment fees	<u>(68,927)</u>	<u>-</u>
Net investment earnings	<u>450,377</u>	<u>-</u>
Other local sources	200	2,293
Other postemployment benefits contributions	<u>3,128,911</u>	<u>-</u>
Total additions	<u>3,579,488</u>	<u>2,293</u>
Deductions:		
Employee benefits	<u>3,128,911</u>	<u>-</u>
Change in net position	450,577	2,293
Net position, July 1, 2022	<u>7,627,850</u>	<u>51,523</u>
Net position, June 30, 2023	<u><u>\$ 8,078,427</u></u>	<u><u>\$ 53,816</u></u>

See accompanying notes to financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Antioch Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's California School Accounting Manual. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The District receives funding from local, state and federal government sources and must comply with all of the requirements of these funding source entities:

Reporting Entity - Contra Costa Schools Financing Authority - Blended Component Unit: The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the School District. The District and the Contra Costa Schools Financing Authority (the "Authority") have a financial and operational relationship which meets the reporting entity definition criteria of the GASB Codification Section (Cod. Sec.) 2100.101, as amended by GASB Cod. Sec. 2100.138, for inclusion of the Authority as a component unit of the District. Accordingly, the financial activities of the Authority have been included in the basic financial statements of the District.

The Authority was formed pursuant to the general California nonprofit corporation laws, to provide financial assistance to the District for construction and acquisition of major capital facilities. Certificates of Participation issued by the Authority are included as long-term liabilities in the government-wide financial statements. At the end of the lease term, title of all Corporate property will pass to the District for no additional consideration.

The financial activities of the Authority are presented in the Capital Projects for Blended Component Units Fund.

The following are those aspects of the relationship between the District and the Authority which satisfy GASB Cod. Sec. 2100.101, as amended by GASB Cod. Sec. 2100.138, criteria:

A - Manifestation of Oversight

The Authority's Board of Directors was appointed by the District's Board of Education. The Authority has no employees. The District's Associate Superintendent of Business and Operations functions as the agent of the Authority. This individual receives no additional compensation for work performed in this capacity.

B - Accounting for Fiscal Matters

1 - The District is able to impose its will upon the Authority, based on the following:

- All major financing arrangements, contracts, and other transactions of the Authority must have the consent of the District.
- The District exercises significant influence over operations of the Authority as it is anticipated that the District will be the sole lessee of all facilities owned by the Authority.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

2 - The Authority provides specific financial benefits or imposes specific financial burdens on the District based upon the following:

- Any deficits incurred by the Authority will be reflected in the lease payments of the District.
- Any surpluses of the Authority revert to the District at the end of the lease period.
- The District has assumed a “moral obligation”, and potentially a legal obligation, or any debt incurred by the Authority.

C - Scope of Public Service and Financial Presentation

The Authority was formed for the sole purpose of providing financing assistance to the District for construction and acquisition of major capital facilities. Upon completion, the District intends to occupy all Authority facilities under a lease-purchase agreement effective through the year 2036.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities display information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Net Position and the Statement of Change in Fiduciary Net Position at the fund financial statement level.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of GASB Cod. Sec. N50.118-.121.

Program Revenues - Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of Indirect Expenses - The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense that is specifically identified by function is included in the direct expense of each function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

A - Major Funds

General Fund - The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

B - Other Funds

Special Revenue Funds - Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. This includes the Student Activity, Adult Education, Cafeteria, and Deferred Maintenance Funds.

Capital Projects Funds - Capital Projects Funds are used to account for resources used for the acquisition and construction of capital facilities by the District. This includes the Building, Capital Facilities, County School Facilities, Special Reserve for Capital Outlay and Capital Projects for Blended Component Units Funds.

The Bond Interest and Redemption Fund is a debt service fund used to account for the accumulation of resources for, and the payment of general long-term debt principal, interest and related costs.

Trust Funds - The Trust Funds are used to account for assets held by the District as Trustee. The District maintains two trust funds, the Other Postemployment Benefits Trust Fund, which is used by the District to account for funds held in a Futuris OPEB Irrevocable Trust for the purpose of future OPEB obligations, and the Foundation Private-Purpose Trust which was established to solicit and manage donations to the District from individuals and businesses, and to develop and manage partnerships between businesses and the District.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: Governmental activities in the government-wide financial statements and fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Trustees must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Receivables: Receivables are made up principally of amounts due from the State of California. The District has determined that no allowance for doubtful accounts was necessary as of June 30, 2023.

Stores Inventory: Inventories are valued at average cost method and consists mainly of consumable supplies. Inventories are recorded as an expenditure at the time individual inventory items are consumed.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 4 - 50 years depending on asset types.

Deferred Outflows/Inflows of Resources: In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to future periods, and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred loss on refunding, which results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. The District has also recognized deferred outflows of resources related to the recognition of the net pension liability and net OPEB liability.

In addition to liabilities, the Statement of Net Position includes a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to future period and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized deferred inflows of resources related to the recognition of the net pension liability and net OPEB liability.

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value.

The following is a summary of pension amounts in aggregate as of June 30, 2023:

	<u>STRS</u>	<u>PERS</u>	<u>Total</u>
Deferred outflows of resources	\$ 28,120,625	\$ 23,811,026	\$ 51,931,651
Deferred inflows of resources	\$ 24,753,000	\$ 2,526,000	\$ 27,279,000
Net pension liability	\$ 90,056,000	\$ 70,047,000	\$ 160,103,000
Pension expense	\$ 9,953,327	\$ 8,630,652	\$ 18,583,979

Compensated Absences: Compensated absences totaling \$2,011,941 are recorded as a liability of the District. The liability is for the earned but unused benefits.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accumulated Sick Leave: Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expenditure in the period taken since such benefits do not vest nor is payment probable; however, sick leave benefits are accumulated for each employee and unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRP and PERF B employees when the employee retires.

Unearned Revenues: Revenues from federal, state, and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

Net Position: Net position is displayed in three components:

1 - Net Investment in Capital Assets - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

2 - Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service represents the portion of net position available for the retirement of debt. The restrictions for the Other Postemployment Benefits Trust and the Foundation Private-Purpose Trust Funds represent the portion of net position available for trust activities. It is the District's policy to first use restricted net position when allowable expenditures are incurred.

3 - Unrestricted Net Position - All other net position that do not meet the definitions of "restricted" or "net investment in capital assets".

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

A - Nonspendable Fund Balance - The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenses, and stores' inventory.

B - Restricted Fund Balance - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide and fiduciary trust fund statements.

C - Committed Fund Balance - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action is required by the Board of Education to remove any commitment from any fund balance. At June 30, 2023, the District had no committed fund balances.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D - Assigned Fund Balance - The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel with the authority to assign fund balances, however, as of June 30, 2023, no such designation has occurred.

E - Unassigned Fund Balance - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require Districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Education. At June 30, 2023, the District has not established a minimum fund balance policy nor has it established a stabilization arrangement.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Contra Costa bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 2 - CASH AND INVESTMENTS

Cash at June 30, 2023 consisted of the following:

	Governmental Funds	Fiduciary Funds
Pooled Funds:		
Cash in County Treasury	\$ 97,506,055	59,775
Local Agency Investment Fund	914,902	-
Deposits:		
Revolving cash fund	40,000	-
Cash on hand and in banks	1,579,638	-
Investments:		
Mutual funds	-	8,072,468
Total cash	\$ 100,040,595	\$ 8,132,243

Pooled Funds: In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest bearing Contra Costa County Treasurer's Pooled Investment Fund. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment in the pool is reported in the financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Local Agency Investment Fund: Antioch Unified School District places certain funds with the State of California's Local Agency Investment Fund (LAIF). The District is a voluntary participant in LAIF, which is regulated by California Government Code Section 16429 under the oversight of the Treasurer of the State of California and the Pooled Money Investment Board. The State Treasurer's Office pools these funds with those of other governmental agencies in the state and invests the cash. The amortized cost of the District's investment in the pool is reported in the accompanying financial statements based upon the District's pro-rata share of the amortized cost as provided by LAIF, as a percentage of the entire LAIF portfolio. The funds maintained in the pooled investments funds are not subject to categorization by risk category. The balance available for withdrawal is based on the accounting records maintained by LAIF, which are recorded on an amortized cost basis. Funds may be withdrawn at any time up to the total amount on deposit with LAIF. Most withdrawals are accessible and transferable to the District's account on the same day requested, except for amounts greater than \$10,000,000, which require at least twenty-four hours' advance notice. Included in LAIF's investment portfolio are collateralized mortgage obligations, mortgage-backed securities, other asset-backed securities, and floating rate securities issued by Federal agencies, government-sponsored enterprises and corporations.

LAIF is administered by the State Treasurer. As of June 30, 2023 this fund was yielding approximately 3.15% interest annually. LAIF investments are audited annually by the Pooled Money Investment Board and the State Controller's Office. Copies of this audit may be obtained from the State Treasurer's Office: 915 Capitol Mall; Sacramento, California 95814. The Pooled Money Investment Board has established policies, goals, and objectives to make certain that their goal of safety, liquidity and yield are not jeopardized.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 2 - CASH AND INVESTMENTS (Continued)

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2023, the carrying amount of the District's accounts was \$1,619,638, and the bank balance was \$1,636,027. Of the bank balance, \$810,862 was uninsured, but remained fully collateralized.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2023, the District had no significant interest rate risk related to cash and investments held.

The District's Futuris OPEB Trust (the "Trust") investments consisted of open and closed-end mutual funds, therefore, there are no significant interest rate risks related to the investments held, as there are no maturities related to the mutual funds held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

The Trust has adopted an internally developed investment policy that requires all fixed income investments to be of investment grade quality or higher at purchase; that is, at the time of purchases, rated no lower than "BBB" by Standard and Poor's. The Board of Education, at their discretion, may impose a higher standard on an individual investment manager basis as circumstances or investment objectives dictate. At June 30, 2023, all of the Trust's investment holdings had a credit rating of BBB or higher.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2023, the District had no concentration of credit risk.

At June 30, 2023, the Trust investments with a single investor that exceeded 5% were as follows:

Blackrock Total Return Bond	11%
Guggenheim Investment Grade Bond	11%
Prudential Total Return Bond	11%
Western Asset Core Plus Bond	11%
Alger Funds Focus Equity Fund	7%

Trust Investments: The Trust agreement authorizes the use of a broad range of investment choices that have distinctly different risks and return characteristics. In general, investments held in the Trust are for the primary purpose of meeting future OPEB liability obligations and may be invested in accordance with California Government Code Sections 53600 through 53622 that, subject to applicable legal requirements, may provide greater latitude to increase purchasing power and capital growth potential if deemed prudent to do so.

The District's contributions to the Trust are invested with the objective of achieving a target net annual rate of return of 6%, along with an additional 1% rate of return for the purpose of covering the costs of trust administration. The Trust's Board of Authority and Trustee maintain the authority to modify the target rates of return, however no such modification has occurred as of June 30, 2023.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 2 - CASH AND INVESTMENTS (Continued)

As stated in the Investment Policy Statement, the Trust will invest predominantly in open and closed- end mutual funds. The fair value of the Trust's individual investments at June 30, 2023 are as follows:

Mutual Funds:

Fixed Income	\$ 4,351,488
Domestic equity	2,457,625
International equity	740,559
Real estate	<u>522,796</u>
 Total investments	 <u><u>\$ 8,072,468</u></u>

During the fiscal year ended June 30, 2023, the Trust's investments (including gains and losses on investments bought and sold as well as held during the year) depreciated as follows:

Unrealized gains, net	\$ 164,674
Realized gains, net	25,286
Dividend and other income	329,344
Investment fees	<u>(68,927)</u>
 Total investment earnings, net	 <u><u>\$ 450,377</u></u>

Fair Value of Financial Instruments: The following methods and assumptions were used by the District to estimate the fair value of its financial instruments at June 30, 2023.

Fair value is the exchange price that would be received for an asset or paid to transfer a liability (exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. There are three levels of inputs that may be used to measure fair values:

Level 1 - Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2 - Significant other observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data.

Level 3 - Significant unobservable inputs that reflect a company's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 2 - CASH AND INVESTMENTS (Continued)

As of June 30, 2023, the carrying amounts of cash and cash equivalents, receivables and accounts payable approximate fair value because of the relatively short maturities of these financial instruments or the associated variable rates of interest.

As of June 30, 2023, the District had the following investments:

	Fair Value Measurements at June 30, 2023, using			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investment securities:				
Mutual funds	<u>\$ 8,072,468</u>	<u>\$ 8,072,468</u>	<u>\$ -</u>	<u>\$ -</u>

NOTE 3 - INTERFUND TRANSACTIONS

Interfund Activity: Transactions between funds of the District are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due from and due to other funds. At June 30, 2023 there were no interfund receivable or payable balances.

Transfers: Transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Transfers for the 2022-23 fiscal year were as follows:

Transfer from the Adult Education Fund to the General Fund for the allocation of indirect costs.	\$ 59,000
Transfer from the Cafeteria Fund to the General Fund for the allocation of indirect costs.	316,000
Transfer from the General Fund to the Deferred Maintenance Fund for contributions towards deferred maintenance expenses	<u>5,950,000</u>
	<u>\$ 6,325,000</u>

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 4 - CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2023 is shown below:

	Balance July 1, <u>2022</u>	Transfers and <u>Additions</u>	Transfers and <u>Deductions</u>	Balance June 30, <u>2023</u>
<u>Governmental Activities</u>				
Non-depreciable:				
Land	\$ 24,119,506	\$ -	\$ -	\$ 24,119,506
Work-in-process	6,366,885	4,188,712	(650,470)	9,905,127
Depreciable:				
Improvements of sites	49,430,899	97,850	-	49,528,749
Buildings	384,198,835	3,284,883	-	387,483,718
Equipment	<u>19,300,242</u>	<u>2,090,843</u>	<u>(945,303)</u>	<u>20,445,782</u>
Totals, at cost	<u>483,416,367</u>	<u>9,662,288</u>	<u>(1,595,773)</u>	<u>491,482,882</u>
Less accumulated depreciation:				
Improvements of sites	(44,796,027)	(774,312)	-	(45,570,339)
Buildings	(177,492,550)	(11,593,917)	-	(189,086,467)
Equipment	<u>(11,102,334)</u>	<u>(1,015,020)</u>	<u>335,101</u>	<u>(11,782,253)</u>
Total accumulated depreciation	<u>(233,390,911)</u>	<u>(13,383,249)</u>	<u>335,101</u>	<u>(246,439,059)</u>
Capital assets, net	<u>\$ 250,025,456</u>	<u>\$ (3,720,961)</u>	<u>\$ (1,260,672)</u>	<u>\$ 245,043,823</u>

Depreciation expense was charged to governmental activities as follows:

All other general administration	\$ 1,003,744
Plant services	<u>12,379,505</u>
Total depreciation expense	<u>\$ 13,383,249</u>

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 5 - LONG-TERM LIABILITIES

General Obligation Bonds: In December 2008, the District issued 2008 General Obligation Bonds, Series A (2008 Series A), totaling \$9,340,000. Repayment of the bonds will be made from property taxes levied by the County of Contra Costa. In January 2017, the District issued 2017 Refunding General Obligation Bonds for the purpose of refunding certain maturities of the 2008 Series A Bonds. The 2008 Series A Bonds bear interest at rates ranging from 5.75% to 6.375% and are scheduled to mature through August 2027.

In July 2010, the District issued Qualified School Construction Bonds (QSCB) through the California Qualified School Board Joint Powers Authority (CQSBJPA) with proceeds of \$25,000,000 (2010 Series C-1). Also in July 2010, the District issued 2010, Series C-1, General Obligation Bonds with proceeds of \$20,582,056. The proceeds from 2010 Series C-1 were sold to CQSBJPA for the purpose of completing the District's obligation to repay the outstanding QSCB balance. The remaining proceeds from the QSCB totaling \$3,617,944 were deposited in the District's Building Fund for use on District construction projects, as approved under Measure C. The 2010 Series C-1 Bonds bear interest 3.75% and are scheduled to mature through August 1, 2026.

In January 2017, the District issued 2008 General Obligation Bonds, Series D (2008 Series D), totaling \$10,000,000. Repayment of the bonds will be made from property taxes levied by the County of Contra Costa. The 2008 Series D Bonds bear interest at rates ranging from 3.0% to 4.0% and are scheduled to mature through August 2033.

In June 2013, the District issued 2012 General Obligation Bonds, Series A (2012 Series A), totaling \$25,000,000. The proceeds from the Bonds will be used to construct, upgrade and enhance District facilities. Repayment of the bonds will be made from property taxes levied by the County of Contra Costa. The bonds bear interest at rates ranging from 3.00% to 4.32% and are scheduled to mature through August 2047.

In July 2015, the District issued 2012 General Obligation Bonds, Series B (2012 Series B), totaling \$31,500,000. The proceeds from the Bonds will be used to renovate, construct and improve school facilities within the District. Repayment of the bonds will be made from property taxes levied by the County of Contra Costa. The bonds bear interest at rates ranging from 2.00% to 5.00% and are scheduled to mature through August 2044.

In January 2017, the District issued 2017 Refunding General Obligation Bonds (2017 Refunding) totaling \$15,340,000. The proceeds from the 2017 Refunding GO Bonds were used to advance refund certain maturities of the outstanding Measure C - Series A and Measure C - Series B General Obligation Bonds. The 2017 Refunding General Obligation Bonds bear interest at rates ranging from 3.0% to 5.0% and mature through August 2036.

In May 2020, the District issued 2008 General Obligation Bonds, Series E (2008 Series E), totaling \$10,750,000. Repayment of the bonds will be made from property taxes levied by the County of Contra Costa. The 2008 Series E Bonds bear interest at rates ranging from 2.0% to 4.0% and are scheduled to mature through August 2036.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 5 - LONG-TERM LIABILITIES (Continued)

A summary of the District's General Obligation Bonds payable as of June 30, 2023 follows:

<u>Series</u>	<u>Interest Rate %</u>	<u>Year of Maturity</u>	<u>Balance July 1, 2022</u>	<u>Current Year Issued</u>	<u>Current Year Matured</u>	<u>Balance June 30, 2023</u>
2008 Series A	5.75 to 6.375%	2028	\$ 3,360,000	\$ -	\$ -	\$ 3,360,000
2010 Series C-1	3.75%	2027	14,470,000	-	3,320,000	11,150,000
2008 Series D	3.00 to 4.00%	2034	8,500,000	-	-	8,500,000
2012 Series A	3.00 to 4.32%	2048	22,600,000	-	100,000	22,500,000
2012 Series B	2.00 to 5.00%	2045	29,425,000	-	405,000	29,020,000
2017 Refunding	3.00 to 5.00%	2037	13,590,000	-	490,000	13,100,000
2008 Series E	2.00 to 4.00%	2037	10,750,000	-	-	10,750,000
			<u>\$ 102,695,000</u>	<u>\$ -</u>	<u>\$ 4,315,000</u>	<u>\$ 98,380,000</u>

The annual requirements to amortize the General Obligation Bonds payable and outstanding as of June 30, 2023 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 3,555,000	\$ 4,339,606	\$ 7,894,606
2025	4,265,000	4,177,706	8,442,706
2026	4,640,000	3,987,563	8,627,563
2027	4,760,000	3,761,194	8,521,194
2028	4,835,000	3,522,638	8,357,638
2029-2033	22,225,000	13,372,959	35,597,959
2034-2038	21,325,000	9,110,275	30,435,275
2039-2043	13,455,000	5,984,663	19,439,663
2044-2048	19,320,000	2,514,300	21,834,300
	<u>\$ 98,380,000</u>	<u>\$ 50,770,904</u>	<u>\$ 149,150,904</u>

Qualified Zone Academy Bonds: In July 2013, the District issued Qualified Zone Academy Bonds (QZAB) totaling \$29,999,000 to finance educational programs, which consists generally of solar energy facilities and energy upgrades to be located at Engineering and Designing a Green Environment "EDGE" Academy (Antioch High School), the Bio-Medical Academy (Antioch High School), the Pathway to Engineering Academy (Deer Valley High School), the Gateway to Technology Academy (Park Middle School), the Gateway to Technology Academy (Dallas Ranch Middle School), and the PLTW Elementary School Academy (Jack London Elementary School), and other school campuses. The bonds bear interest at a rate of 1.16%, mature through June 30, 2030, and qualify for an annual federal income tax credit to the purchaser.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 5 - LONG-TERM LIABILITIES (Continued)

The District's future obligations on the QZAB are as follows:

<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 1,784,661	\$ 164,572	\$ 1,949,233
2025	1,861,273	143,870	2,005,143
2026	1,940,266	122,279	2,062,545
2027	2,021,708	99,772	2,121,480
2028	2,105,667	76,320	2,181,987
2029-2030	4,473,632	78,359	4,551,991
	<u>\$ 14,187,207</u>	<u>\$ 685,172</u>	<u>\$ 14,872,379</u>

Certificates of Participation: In September 2016, Contra Costa Schools Financing Authority issued 2016 Refunding Certificates of Participation (2016 Refunding COPs). The 2016 Refunding COPs were issued to provide funds for the refunding, on a current basis, the Certificates of Participation previously issued in 2007, and to provide additional funds for various capital projects of the District. The 2016 Refunding COPs bear interest at rates ranging from 2.625% to 4.00% and mature through June 1, 2036.

The District's future obligations on the 2016 Refunding Certificates of Participation are as follows:

<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 900,000	\$ 271,394	\$ 1,171,394
2025	935,000	248,394	1,183,394
2026	975,000	210,994	1,185,994
2027	1,010,000	171,994	1,181,994
2028	1,050,000	131,594	1,181,594
2029-2033	1,680,000	333,510	2,013,510
2034-2036	1,200,000	73,046	1,273,046
	<u>\$ 7,750,000</u>	<u>\$ 1,440,926</u>	<u>\$ 9,190,926</u>

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 5 - LONG-TERM LIABILITIES (Continued)

Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the year ended June 30, 2023 is shown below:

	Balance July 1, 2022	Additions	Deductions	Balance June 30, 2023	Amounts Due Within One Year
<u>Debt:</u>					
General Obligation Bonds	\$ 102,695,000	\$ -	\$ 4,315,000	\$ 98,380,000	\$ 3,555,000
Unamortized premiums	3,830,923	-	163,674	3,667,249	167,343
Qualified Zone Academy Bonds	15,897,573	-	1,710,366	14,187,207	1,784,661
Certificates of participation	8,610,000	-	860,000	7,750,000	900,000
<u>Other long-term liabilities:</u>					
Net OPEB liability (Note 9)	51,885,389	978,290	450,377	52,413,302	-
Net pension liability (Notes 7 and 8)	97,402,000	62,701,000	-	160,103,000	-
Compensated absences	2,196,572	-	184,631	2,011,941	-
	<u>\$ 282,517,457</u>	<u>\$ 63,679,290</u>	<u>\$ 7,684,048</u>	<u>\$ 338,512,699</u>	<u>\$ 6,407,004</u>

Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the Certificates of Participation are made from the Capital Projects for Blended Component Units Fund. Payments on the QZAB are made from the General Fund. Payments for the net OPEB liability, net pension liability and compensated absences are made from the fund for which the related employee worked.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 6 - FUND BALANCES

Fund balances, by category, at June 30, 2023 consisted of the following:

	General Fund	All Non-Major Funds	Total Governmental Funds
Nonspendable:			
Revolving cash	\$ 20,000	\$ 20,000	\$ 40,000
Stores inventory	-	298,544	298,544
	<u>20,000</u>	<u>318,544</u>	<u>338,544</u>
Subtotal nonspendable			
	<u>20,000</u>	<u>318,544</u>	<u>338,544</u>
Restricted:			
Legally restricted:			
Grants	42,336,140	-	42,336,140
Student activities	-	1,241,205	1,241,205
Adult Education	-	444,479	444,479
Cafeteria operations	-	3,853,904	3,853,904
Deferred maintenance	-	4,917,238	4,917,238
Capital projects	-	17,540,431	17,540,431
Debt service	-	4,168,702	4,168,702
	<u>42,336,140</u>	<u>32,165,959</u>	<u>74,502,099</u>
Subtotal restricted			
	<u>42,336,140</u>	<u>32,165,959</u>	<u>74,502,099</u>
Assigned:			
Reserve for structural deficit in fiscal years 2024 and 2025	<u>33,579,656</u>	-	<u>33,579,656</u>
Unassigned:			
Designated for economic uncertainties	8,008,503	-	8,008,503
Undesignated	<u>803,558</u>	-	<u>803,558</u>
	<u>8,812,061</u>	-	<u>8,812,061</u>
Subtotal unassigned			
	<u>8,812,061</u>	-	<u>8,812,061</u>
Total fund balances	<u>\$ 84,747,857</u>	<u>\$ 32,484,503</u>	<u>\$ 117,232,360</u>

(Continued)

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN

General Information about the State Teachers' Retirement Plan

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/annual-comprehensive-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

CalSTRS 2% at 60 - CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor up to the 2.4 percent maximum.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a full time basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any 36 consecutive months of credited service.

CalSTRS 2% at 62 - CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for any 36 consecutive months of credited service.

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Current contribution rates were established by California Assembly Bill 1469 (CalSTRS Funding Plan), which was passed into law in June 2014, and various subsequent legislation.

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN (Continued)

The CalSTRS Funding Plan established a schedule of contribution rate increases shared among members, employers, and the State of California to bring CalSTRS toward full funding by fiscal year 2046. California Senate Bill 90 and California Assembly Bill 84 (collectively the "Special Legislation") were signed into law in June 2019 and June 2020, respectively, and provided supplemental contributions to the DB Program along with supplemental contribution rate relief to employers through fiscal year 2022–23.

A summary of statutory contribution rates and other sources of contributions to the DB Program pursuant to the CalSTRS Funding Plan, and the Special Legislation, are as follows:

Members - Under CalSTRS 2% at 60, the member contribution rate was 10.250 percent of applicable member earnings for fiscal year 2022-23.

Under CalSTRS 2% at 62, pay 9% toward the normal cost and an additional 1.205 percent as per the CalSTRS Funding Plan for a total member contribution rate of 10.205 percent. The contribution rate for CalSTRS 2% at 62 members is adjusted if the normal cost increases or decreases by more than 1% since the last time the member contribution rate was set. Based on the June 30, 2021, valuation adopted by the CalSTRS board in May 2022, the increase in normal cost was less than 1 percent. Therefore, the contribution rate for CalSTRS 2% at 62 members did not change effective July 1, 2022.

Employers – Employers are required to contribute a base contribution rate set in statute at 8.25%. Pursuant to the CalSTRS Funding Plan, employers also have a supplemental contribution rate to eliminate their share of the CalSTRS unfunded actuarial obligation by 2046.

Beginning in fiscal year 2021–22, the CalSTRS Funding Plan authorized the CalSTRS board to adjust the employer supplemental contribution rate up or down by a maximum of 1% for a total rate of no higher than 20.25% and no lower than 8.25%. In May 2022, the CalSTRS board voted to keep the employer supplemental contribution rate at 10.85% for fiscal year 2022–23 for a total employer contribution rate of 19.10%.

The CalSTRS employer contribution rates effective for fiscal year 2022-23 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Base Rate</u>	<u>Supplemental Rate Per CalSTRS Funding Plan</u>	<u>Total</u>
July 1, 2022	8.250%	10.850%	19.100%
July 1, 2023 to June 30, 2046	8.250%	(1)	(1)
July 1, 2046	8.250%	Increase from AB 1469 rate ends in 2046-47	

(1) The CalSTRS Funding Plan authorizes the board to adjust the employer contribution rate up or down by up to 1% each year, but no higher than 20.250% total and no lower than 8.250%.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN (Continued)

The District contributed \$18,387,625 to STRP for the fiscal year ended June 30, 2023.

State - 10.828 percent of the members' calculated based on creditable compensation from two fiscal year prior.

The state is required to contribute a base contribution rate set in statute at 2.017%. Pursuant to the CalSTRS Funding Plan, the state also has a supplemental contribution rate, which the board can increase by up to 0.5% each fiscal year to help eliminate the state's share of the CalSTRS unfunded actuarial obligation by 2046. In May 2022, the CalSTRS board voted to keep the state supplemental contribution rate at 6.311% for fiscal year 2022–23 for a total contribution rate of 10.828%.

Special legislation appropriated supplemental state contributions to reduce the state's portion of the unfunded actuarial obligation of the DB Program in fiscal years 2019-20 through 2021-22. These contributions are funded from future excess General Fund revenues, pursuant to the requirements of California Proposition 2, the "Rainy-Day Budget Stabilization Fund Act", which passed in 2014. Accordingly, the contribution amounts are subject to change each year based on the availability of funding. For fiscal year 2021–22, CalSTRS received \$410.0 million in supplemental state contributions from Proposition 2 funds. Additionally, CalSTRS received a one-time supplemental payment of \$173.7 million from the General Fund in fiscal year 2021–22 to offset forgone contributions due to the suspension of the 0.5% increase to the state supplemental contribution rate in fiscal year 2020–21.

The CalSTRS state contribution rates effective for fiscal year 2022-23 and beyond are summarized in the table below.

<u>Effective Date</u>	<u>Base Rate</u>	<u>Supplemental Rate Per CalSTRS Funding Plan</u>	<u>SBMA Funding⁽¹⁾</u>	<u>Total</u>
July 01, 2022	2.017%	6.311%	2.50%	10.828%
July 01, 2023 to				
June 30, 2046	2.017%	(2)	2.50%	(2)
July 01, 2046	2.017%	(3)	2.50%	(3)

- (1) The SBMA contribution rate excludes the \$72 million that is reduced from the required contribution in accordance with Education Code section 22954.
- (2) The CalSTRS board has limited authority to adjust the state contribution rate annually through June 2046 in order to eliminate the remaining unfunded actuarial obligation. The board cannot increase the supplemental rate by more than 0.5% in a fiscal year, and if there is no unfunded actuarial obligation, the supplemental contribution rate imposed would be reduced to 0%.
- (3) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining unfunded actuarial obligation.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN (Continued)

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 90,056,000
State's proportionate share of the net pension liability associated with the District	<u>50,902,000</u>
Total	<u>\$ 140,958,000</u>

The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2021. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school Districts and the State. At June 30, 2023, the District's proportion was 0.130 percent, which was an increase of 0.006 percent from its proportion measured as of June 30, 2022.

For the year ended June 30, 2023, the District recognized pension expense of \$9,953,327, and revenue of \$8,916,437 for support provided by the State. At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 74,000	\$ 6,752,000
Changes of assumptions	4,466,000	-
Net differences between projected and actual earnings on investments	-	4,404,000
Changes in proportion and differences between district contributions and proportionate share of contributions	5,193,000	13,597,000
Contributions made subsequent to measurement date	<u>18,387,625</u>	<u>-</u>
Total	<u>\$ 28,120,625</u>	<u>\$ 24,753,000</u>

\$18,387,625 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2023.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN (Continued)

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending <u>June 30,</u>	
2024	\$ (3,087,083)
2025	\$ (6,426,083)
2026	\$ (8,989,584)
2027	\$ 5,270,750
2028	\$ (2,070,000)
2029	\$ 282,000

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2022 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022. The financial reporting actuarial valuation as of June 30, 2021, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2021
Experience Study	July 1, 2015 through June 30, 2018
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB, maintain 85% Purchasing power level for DB, not applicable for DBS/CBB

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent, which was unchanged from the prior fiscal year. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 7 - NET PENSION LIABILITY - STATE TEACHERS' RETIREMENT PLAN (Continued)

Mortality: CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table, issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS investment staff and investment consultants as inputs to the process.

The actuarial investment rate of return assumption was adopted by the CalSTRS board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Public Equity	42%	4.8%
Real Estate	15	3.6
Private Equity	13	6.3
Fixed Income	12	1.3
Risk Mitigating Strategies	10	1.8
Inflation Sensitive	6	3.3
Cash / Liquidity	2	(0.4)

* 20-year geometric average.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	<u>1% Decrease (6.10%)</u>	<u>Current Discount Rate (7.10%)</u>	<u>1% Increase (8.10%)</u>
District's proportionate share of the net pension liability	<u>\$ 152,948,000</u>	<u>\$ 90,056,000</u>	<u>\$ 37,836,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

(Continued)

NOTE 8 - NET PENSION LIABILITY - PUBLIC EMPLOYER'S RETIREMENT FUND B

General Information about the Public Employer's Retirement Fund B

Plan Description: The schools' cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and non-certified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at: <https://www.calpers.ca.gov/docs/forms-publications/acfr-2022.pdf>.

Benefits Provided: The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer's benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when district's first join the PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2023 were as follows:

Members - The member contribution rate was 7.0 percent of applicable member earnings for fiscal year 2022-2023.

Employers - The employer contribution rate was 25.37 percent of applicable member earnings.

The District contributed \$9,419,026 to the plan for the fiscal year ended June 30, 2023.

Pension Liabilities, Pension Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the District reported a liability of \$70,047,000 or its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2021. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school districts. At June 30, 2022 the District's proportion was 0.204 percent, which was an increase of 0.003 percent from its proportion measured as of June 30, 2021.

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 8 - NET PENSION LIABILITY - PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)

For the year ended June 30, 2023, the District recognized pension expense of \$8,630,652. At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 317,000	\$ 1,743,000
Changes of assumptions	5,182,000	-
Net differences between projected and actual earnings on investments	8,270,000	-
Changes in proportion and differences between district contributions and proportionate share of contributions	623,000	783,000
Contributions made subsequent to measurement date	<u>9,419,026</u>	<u>-</u>
Total	<u>\$ 23,811,026</u>	<u>\$ 2,526,000</u>

\$9,419,026 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending <u>June 30,</u>	
2024	\$ 2,257,250
2025	\$ 2,567,250
2026	\$ 1,998,750
2027	\$ 5,042,750

Differences between expected and actual experience, changes in assumptions and changes in proportion and differences between District contributions and proportionate share of contributions are amortized over a closed period equal to the average remaining service life of plan members, which is 3.9 years as of the June 30, 2022 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 8 - NET PENSION LIABILITY - PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022. The financial reporting actuarial valuation as of June 30, 2021, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2021
Experience Study	June 30, 2000 through June 30, 2019
Actuarial Cost Method	Entry age normal
Investment Rate of Return	6.90%
Consumer Price Inflation	2.30%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power Applies, 2.30% thereafter

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using Society of Actuaries 80% of scale MP2020. For more details on this table, please refer to the 2021 experience study report.

All other actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study for the period from 2000 to 2019, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

During the 2021-22 measurement period, the financial reporting discount rate for PERF B was lowered from 7.15 percent to 6.90 percent. In addition, the inflation assumption was reduced from 2.50 percent to 2.30 percent. Lastly, demographic assumptions for mortality rates were updated.

The table below reflects long-term expected real rates of return by assumed asset class. The rates of return were calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Expected Real Rates of Return Years 1-10 (1, 2)</u>
Global Equity – cap-weighted	30.00%	4.45%
Global Equity non-cap-weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	.27%
Mortgage-backed Securities	5.00%	.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	(5.00%)	(0.59%)

- (1) An expected inflation rate of 2.30% used for this period
(2) Figures are based on the 2021-22 CalPERS Asset Liability Management Study

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 8 - NET PENSION LIABILITY - PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)

Discount Rate: The discount rate used to measure the total pension liability was 6.90 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS' website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account long-term market return expectations as well as the expected pension fund cash flows. Projected returns for all asset classes are estimated and combined with risk estimates, are used to project compound (geometric) returns over the long term. The discount rate used to discount liabilities was informed by the long-term projected portfolio return.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.9 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.9 percent) or 1-percentage-point higher (7.9 percent) than the current rate:

	1% Decrease (5.90%)	Current Discount Rate (6.90%)	1% Increase (7.90%)
District's proportionate share of the net pension liability	\$ 101,186,000	\$ 70,047,000	\$ 44,311,000

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS

General Information about the Other Postemployment Benefits Plan

Plan Description: In addition to the pension benefits described in Note 7 and 8, the District provides other post-employment benefits (OPEB) to certain eligible employees who retire from the District. The District's other post-employment benefit healthcare plan (Plan) is currently operated as a single-employer pay-as-you-go plan that is administered by Benefit Trust Company. OPEB provisions are established and amended per contractual agreement with employee groups. The plan does not issue separate financial statements. During the year ended June 30, 2007 the District signed an irrevocable trust agreement (Trust). The District appointed a Board of Authority with the ability to make decisions on behalf of the District with respect to the Futuris Public Entity Investment Trust Program. Benefit Trust Company (Trustee) was appointed as the custodian and trustee to administer the Futuris Public Entity Investment Trust. The funds accumulated and transactions associated with the Trust are recorded in the District's Other Postemployment Benefits Trust Fund.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Benefits Provided: Healthcare benefits provided through the Plan vary depending on the employee group where the employee worked and hire date with the District, and number of years of service. Benefit payments for all employee groups continue until the employee reaches age 65 or is eligible for Medicare, whichever occurs first.

Classified Employees - Classified employees hired prior to July 1, 2008, who have reached age 50 and have served the District for 10 consecutive years at retirement, are eligible for District-paid medical, dental, and vision premiums up to the maximum annual contribution. Classified employees hired on or after to July 1, 2008 must serve the District for 20 consecutive years at retirement to be eligible.

Certificated Employees - Certificated employees hired prior to July 1, 2002 who have reached age 50 and have served the District for 10 cumulative years at retirement, are eligible for District-paid health, prescription, dental and vision insurance up to the maximum annual contribution. Certificated employees hired from July 1, 2002 through June 30, 2008 are eligible for the benefits above, after 15 years of cumulative service. Certificated employees hired on or after July 1, 2008 must have served 25 cumulative years of service to receive these benefits.

Management and Supervisory Employees - Management and supervisory employees who retire having reached age 50 and working for the District for 10 consecutive years will receive paid health, prescription, dental and vision insurance for employees and dependents up to the maximum annual contribution.

Employees Covered by Benefit Terms: The following is a table of plan participants at June 30, 2023:

	<u>Number of Participants</u>
Inactive Plan members, covered spouses, or beneficiaries currently receiving benefits	458
Active employees	<u>1,458</u>
Total	<u><u>1,916</u></u>

Contributions: California Government Code specifies that the District's contribution requirements for covered employees are established and may be amended by the District's Board of Trustees, and through contractual agreement with employee groups. Additionally, the Trustee may amend or modify the benefits, if the contributions to the Trust and reserves of the Trust are insufficient to maintain the benefits of participants and dependents. Employees are not required to contribute to the Plan.

Contributions to the Plan from the District totaled \$3,128,911 during the year ended June 30, 2023, which paid from the General Fund to the Other Postemployment Benefits Trust Fund, as benefits to participants.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

OPEB Plan Investments: The assumed rate of return on investments was determined using the following asset allocation and rates of return by asset class:

<u>Asset Class</u>	<u>Assumed Percentage of Portfolio</u>	<u>Assumed Rate of Return*</u>
Mutual Funds – U.S. Equities	30%	4.40%
Mutual Funds – Large Cap	55%	4.10%
Mutual Funds – Non U.S. Equities	10%	5.20%
Mutual Funds - Real Estate	5%	3.70%

* Geometric average.

The annual money-weighted rate of return on OPEB plan investments was 6.84% during the year ended June 30, 2023.

The District's policy regarding the allocation of the plan's invested assets is established and may be amended by District management. The primary objective is to maximize total Plan return, subject to the risk and quality constraints set forth in the investment guidelines. The investment objective the District has selected is the Moderate Objective, which has a dual goal to seek moderate growth of income and principal.

Rolling periods of time for all asset classes in combination we used to appropriately reflect correlation between asset classes. This means that the average returns for any asset class do not necessarily reflect the averages over time individually, but reflect the return for the asset class for the portfolio average. Additionally, the historic 20 year real rates of return for each asset class along with the assumed long-term inflation assumption was used to set the discount rate. The investment return was offset by assumed investment expenses of 25 basis points. It was further assumed that contributions to the plan would be sufficient to fully fund the obligation over a period not to exceed 30 years.

Net OPEB Liability: The District's net OPEB liability was measured as of June 30, 2023 based on an actuarial valuation as of July 1, 2021.

Actuarial Assumptions: The total OPEB liability was determined using the following actuarial assumptions, which were applied to all periods included in the measurement, unless otherwise specified:

Valuation date	July 1, 2021
Actuarial cost method	Entry Age Normal Method
Inflation rate	3.00%
Investment rate of return	5.00% per annum, net of OPEB plan investment expense.
Discount rate	3.97%
Salary Increases	3.00% per year
Health care cost trend rate	5.75% for 2022, decreasing to 4.50% by 2070 and subsequent years.
Mortality	CalSTRS Experience Analysis (2015-2018), CalPERS Experience Study (2000-2019).

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Discount Rate: The discount rate used to measure the total OPEB liability was 3.97 percent. The projection of cash flows used to determine the discount rate assumed that District contributions will be made on a pay-as-you go basis. Based on those assumptions, the OPEB plan's fiduciary net position is not projected provide for all projected future benefit payments of current plan members. Therefore the discount rate reflects a blended rate of following: a) the long-term expected rate of return on OPEB plan investments – to the extent that the OPEB plan's fiduciary net position (if any) is projected to be enough to make projected benefit payments and assets are expected to be invested using a strategy to achieve that return; and b) A yield or index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher – to the extent that the conditions in (a) are not met.

Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Total Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance at June 30, 2022	\$ 59,507,480	\$ 7,622,091	\$ 51,885,389
Changes for the year:			
Service cost	2,723,147	-	2,723,147
Interest	2,336,216	-	2,336,216
Changes in assumptions	(952,162)	-	(952,162)
Difference in experience	-	-	-
Employer contributions	-	3,128,911	(3,128,911)
Net investment income	-	450,377	(450,377)
Benefits paid to retirees	(3,128,911)	(3,128,911)	-
Net change	978,290	450,377	527,913
Balance at June 30, 2023	\$ 60,485,770	\$ 8,072,468	\$ 52,413,302

Fiduciary Net Position as a % of the total OPEB liability, at June 30, 2023: 13.35%

The changes in assumptions include a change in the discount rate from 3.85% at the June 30, 2022 measurement date, to 3.97% in the June 30, 2023 actuarial report.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

Sensitivity of the Net Pension Liability to Assumptions: The following presents the net OPEB liability calculated using the discount rate of 3.85 percent. The schedule also shows what the net OPEB liability would be if it were calculated using a discount rate that is 1 percent lower (2.85 percent) and 1 percent higher (4.85 percent):

	Discount Rate 1% Lower (2.97%)	Valuation Discount Rate (3.97%)	Discount Rate 1% Higher (4.97%)
Net OPEB liability	\$ 61,113,097	\$ 52,413,302	\$ 45,299,531

The following presents the net OPEB liability, as well as what the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower (4.75 percent decreasing to 3.50 percent) or 1-percentage-point higher (6.75 percent decreasing to 5.50 percent) than the current healthcare cost trend rates:

	Health Care Trend Rate 1% Lower (4.75% to 3.50%)	Valuation Healthcare Cost Trend Rate (5.75% to 4.50%)	Health Care Trend Rate 1% Higher (6.75% to 5.50%)
Net OPEB liability	\$ 43,297,431	\$ 52,413,302	\$ 63,895,610

OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to OPEB: For the year ended June 30, 2023, the District recognized net OPEB expense of \$6,256,092. At June 30, 2023, the District reported deferred outflows and deferred inflows of resources related to the OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 828,252	\$ 779,559
Changes of assumptions	5,498,191	2,244,867
Net differences between projected and actual earnings on investments	1,326,010	575,241
Total	\$ 7,652,453	\$ 3,599,667

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 9 - OTHER POSTEMPLOYMENT BENEFITS (Continued)

These amounts reported as deferred outflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending <u>June 30,</u>		
2024	\$	1,246,713
2025	\$	1,243,682
2026	\$	1,402,561
2027	\$	612,042
2028	\$	(79,522)
Thereafter	\$	(372,690)

NOTE 10 - JOINT POWERS AUTHORITIES

East Bay Schools Insurance Group: The District is a member of East Bay Schools Insurance Group (EBSIG) Joint Powers Authority, for the purpose of self-funding property and liability claims. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of EBSIG, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for EBSIG for the year ended June 30, 2022 (most recent information available) is as follows:

Total assets	\$	4,156,564
Total liabilities	\$	2,103,509
Total net position	\$	2,053,055
Total revenues	\$	7,505,475
Total expenses	\$	8,142,003

Northern California Regional Liability Excess Fund: The District is a member of Northern California Regional Liability Excess Funds (NCRLF) Joint Powers Authority, for the purpose of self-funding property and liability claims. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of NCRLF, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for NCRLF for the year ended June 30, 2022 (most recent information available) is as follows:

Total assets	\$	74,201,109
Total liabilities	\$	41,042,148
Total net position	\$	33,158,961
Total revenues	\$	80,060,372
Total expenditures	\$	77,583,166

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 10 - JOINT POWERS AUTHORITIES (Continued)

Schools Association for Excess Risk: The District is also a member of Schools Association for Excess Risk (SAFER) Joint Powers Authority, for the purpose of workers compensation and commercial insurance. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of SAFER, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for SAFER for the year ended June 30, 2022 (most recent information available) is as follows:

Total assets	\$ 34,471,514
Total liabilities	\$ 35,199,355
Total net position	\$ (727,841)
Total revenues	\$ 110,785,587
Total expenses	\$ 113,419,076

Statewide Educational Wrap-Up Program Joint Powers Authority: The District is also a member of Statewide Educational Wrap Up Program Joint Powers Authority (SEWUP) Joint Powers Authority, for the purpose of workers compensation and commercial insurance. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of SEWUP, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for SEWUP for the year ended June 30, 2022 (most recent information available) is as follows:

Total assets	\$ 57,906,978
Total liabilities	\$ 54,768,161
Total net position	\$ 3,138,817
Total revenues	\$ 19,774,781
Total expenses	\$ 20,143,902

Education Technology Joint Powers Authority: The District is also a member of Education Technology Joint Powers Authority (ETJPA) Joint Powers Authority, for the purpose of workers compensation and commercial insurance. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of ETJPA, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for ETJPA for the year ended June 30, 2022 (most recent information available) is as follows:

Total assets	\$ 324,793
Total liabilities	\$ 455,037
Total net position	\$ (130,244)
Total revenues	\$ 244,984
Total expenses	\$ 147,900

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2023

NOTE 10 - JOINT POWERS AUTHORITIES (Continued)

Contra Costa County School's Insurance Group: The District is also a member of Contra Costa County School's Insurance Group (CCCSIG) Joint Powers Authority, for the purpose of workers compensation and commercial insurance. The Authority is governed by a Governing Board consisting of representatives of member districts and controls the operations of CCCSIG, including selecting management and approving operating budgets. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Condensed financial information for CCCSIG for the year ended June 30, 2023 (most recent information available) is as follows:

Total assets	\$ 146,354,329
Total liabilities	\$ 92,896,965
Total net position	\$ 54,997,799
Total revenues	\$ 61,036,046
Total expenses	\$ 64,176,942

The relationship between the District and the Joint Powers Authorities is such that the Joint Powers Authorities are not component units of the District for financial reporting purposes.

NOTE 11 - COMMITMENTS AND CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements or future revenue offsets subsequently determined will not have a material effect on the financial position or results of operations of the District.

At June 30, 2023, the District had commitments for capital construction projects totaling approximately \$1.4 million.

NOTE 12 – SUBSEQUENT EVENT

On October 5, 2023, the District issued Election of 2023 General Obligation Refunding Bonds in the amount of \$16,250,000. The proceeds were used to finance school construction and improvements, including equipment and furnishings. The Bonds bear interest at a 4.0% - 5.0% rate and are scheduled to mature through August 2047.

REQUIRED SUPPLEMENTARY INFORMATION

ANTIOCH UNIFIED SCHOOL DISTRICT
GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
Year ended June 30, 2023

	Budget			Variance
	Original	Final	Actual	Favorable (Unfavorable)
Revenues:				
Local Control Funding				
Formula (LCFF):				
State apportionment	\$ 134,005,531	\$ 139,020,758	\$ 139,020,758	\$ -
Local sources	55,148,862	62,149,765	62,149,765	-
Total LCFF	189,154,393	201,170,523	201,170,523	-
Federal sources	28,106,848	28,411,227	28,411,227	-
Other state sources	18,466,395	55,285,102	55,285,102	-
Other local sources	9,428,792	14,277,848	14,277,848	-
Total revenues	245,156,428	299,144,700	299,144,700	-
Expenditures:				
Current:				
Certificated salaries	98,095,512	100,434,941	100,434,941	-
Classified salaries	37,354,103	38,129,042	38,129,042	-
Employee benefits	68,555,341	64,574,170	64,574,170	-
Books and supplies	13,921,144	8,808,396	8,808,396	-
Contract services and operating expenditures	38,404,303	45,025,940	45,025,940	-
Other outgo	-	26,169	26,169	-
Capital outlay	252,510	2,481,651	2,481,651	-
Debt service:				
Principal retirement	1,710,367	1,710,366	1,710,366	-
Interest	184,412	184,412	184,412	-
Total expenditures	258,477,692	261,375,087	261,375,087	-
(Deficiency) excess of revenues (under) over expenditures	(13,321,264)	37,769,613	37,769,613	-
Other financing (uses) sources:				
Transfers in	360,768	375,000	375,000	-
Transfers out	(3,200,000)	(5,950,000)	(5,950,000)	-
Total other financing (uses) sources	(2,839,232)	(5,575,000)	(5,575,000)	-
Net change in fund balance	(16,160,496)	32,194,613	32,194,613	-
Fund balance, July 1, 2022	52,553,244	52,553,244	52,553,244	-
Fund balance, June 30, 2023	\$ 36,392,748	\$ 84,747,857	\$ 84,747,857	\$ -

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF CHANGES IN THE DISTRICT'S NET OPEB LIABILITY
Year ended June 30, 2023

	10 Fiscal Years						
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Total OPEB liability							
Service cost	\$ 2,159,611	\$ 1,781,450	\$ 1,834,894	\$ 1,967,478	\$ 2,245,603	\$ 3,454,959	\$ 2,723,147
Interest on total OPEB liability	2,150,252	2,031,697	2,095,222	2,189,141	2,139,198	1,860,107	2,336,216
Changes in assumptions	-	-	2,838,419	6,193,105	2,391,404	(1,846,103)	(952,162)
Differences in experience	-	-	-	(1,579,103)	-	1,083,100	-
Benefit payments	(4,288,600)	(5,697,868)	(2,738,753)	(2,132,776)	(2,668,992)	(3,079,153)	(3,128,911)
Net change in total OPEB liability	21,263	(1,884,721)	4,029,782	6,637,845	4,107,213	1,472,910	978,290
Total OPEB liability, beginning of year	45,123,188	45,144,451	43,259,730	47,289,512	53,927,357	58,034,570	59,507,480
Total OPEB liability, end of year (a)	45,144,451	43,259,730	47,289,512	53,927,357	58,034,570	59,507,480	60,485,770
Plan Fiduciary Net Position							
Contributions - employer	6,588,600	6,697,950	2,738,881	2,132,776	2,668,992	3,079,153	3,128,911
Net investment income	461,392	280,518	317,662	362,675	1,554,010	(1,737,283)	450,377
Benefits payments	(4,288,600)	(5,697,868)	(2,738,753)	(2,132,776)	(2,668,992)	(3,079,153)	(3,128,911)
Change in plan fiduciary net position	2,761,392	1,280,600	317,790	362,675	1,554,010	(1,737,283)	450,377
Fiduciary Trust Net Position - beginning of year	3,082,907	5,844,299	7,124,899	7,442,689	7,805,364	9,359,374	7,622,091
Fiduciary Trust Net Position - end of the year (b)	5,844,299	7,124,899	7,442,689	7,805,364	9,359,374	7,622,091	8,072,468
Net OPEB Liability - ending (a) - (b)	<u>\$ 39,300,152</u>	<u>\$ 36,134,831</u>	<u>\$ 39,846,823</u>	<u>\$ 46,121,993</u>	<u>\$ 48,675,196</u>	<u>\$ 51,885,389</u>	<u>\$ 52,413,302</u>
Plan fiduciary net position as a percentage of the total OPEB liability	12.9%	16.5%	15.7%	14.5%	16.1%	12.8%	13.3%
Covered employee payroll	\$ 112,315,464	\$ 115,827,856	\$ 118,142,018	\$ 115,592,419	\$ 167,416,038	\$ 111,273,375	\$ 135,534,225
Net OPEB liability as a percentage of covered-employee payroll	35.0%	31.2%	33.7%	39.9%	29.1%	46.6%	38.7%

This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - OPEB
Year ended June 30, 2023

Other Postemployment Benefits
Last 10 Fiscal Years

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Actuarially determined contribution	\$ 3,421,483	\$ 3,483,682	\$ 3,486,490	\$ 3,591,084	\$ 3,921,186	\$ 4,038,822
Contributions in relation to the actuarially determined contribution	<u>(3,346,191)</u>	<u>(2,738,881)</u>	<u>(2,132,776)</u>	<u>(2,668,992)</u>	<u>(3,079,153)</u>	<u>(3,128,911)</u>
Contribution deficiency (excess)	<u>\$ 75,292</u>	<u>\$ 744,801</u>	<u>\$ 1,353,714</u>	<u>\$ 922,092</u>	<u>\$ 842,033</u>	<u>\$ 909,911</u>
Covered employee payroll	<u>\$ 112,315,464</u>	<u>\$ 118,142,018</u>	<u>\$ 115,592,419</u>	<u>\$ 167,416,038</u>	<u>\$ 111,273,375</u>	<u>\$ 135,534,225</u>
Contributions as a percentage of covered employee payroll	2.98%	2.32%	1.85%	1.59%	2.77%	2.31%

*The actuarially determined contributions for each of the District's fiscal years end June 30, 2023, 2022, 2021, 2020, 2019 and 2018 were determined using a 5.00% long-term expected rate of return on plan investments, as part of the June 30, 2023, 2022, 2021, 2020, 2019 and 2018 valuations.

This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF MONEY-WEIGHTED RATE OF RETURN ON OPEB PLAN INVESTMENTS
Year ended June 30, 2023

Last 10 Fiscal Years

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Money-weighted rate of return on OPEB plan investments	11.37%	4.51%	5.40%	5.77%	20.98%	-17.75%	6.84%

This is a 10 year schedule, however the information in this schedule is not required to be presented retrospectively.

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Year ended June 30, 2023

State Teachers' Retirement Plan
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
District's proportion of the net pension liability	0.159%	0.159%	0.151%	0.142%	0.149%	0.140%	0.138%	0.124%	0.130%
District's proportionate share of the net pension liability	\$ 93,129,000	\$ 106,973,000	\$ 122,439,000	\$ 131,463,000	\$ 137,336,000	\$ 126,857,000	\$ 133,935,000	\$ 56,618,000	\$ 90,056,000
State's proportionate share of the net pension liability associated with the District	<u>56,235,000</u>	<u>56,577,700</u>	<u>69,709,000</u>	<u>77,773,000</u>	<u>78,632,000</u>	<u>69,210,000</u>	<u>73,194,000</u>	<u>33,304,000</u>	<u>50,902,000</u>
Total net pension liability	<u>\$ 149,364,000</u>	<u>\$ 163,550,700</u>	<u>\$ 192,148,000</u>	<u>\$ 209,236,000</u>	<u>\$ 215,968,000</u>	<u>\$ 196,067,000</u>	<u>\$ 207,129,000</u>	<u>\$ 89,922,000</u>	<u>\$ 140,958,000</u>
District's covered payroll	\$ 70,982,000	\$ 73,749,000	\$ 75,444,000	\$ 75,340,000	\$ 79,543,000	\$ 81,157,000	\$ 74,624,000	\$ 66,821,000	\$ 76,774,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	131.20%	145.05%	162.29%	174.49%	172.66%	156.31%	179.48%	84.73%	117.30%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%	71.82%	87.21%	81.20%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Year ended June 30, 2023

	Public Employer's Retirement Fund B Last 10 Fiscal Years								
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
District's proportion of the net pension liability	0.214%	0.214%	0.213%	0.212%	0.215%	0.213%	0.201%	0.201%	0.204%
District's proportionate share of the net pension liability	\$ 24,281,000	\$ 31,525,000	\$ 42,015,000	\$ 50,562,000	\$ 57,366,000	\$ 61,973,000	\$ 61,536,000	\$ 40,784,000	\$ 70,047,000
District's covered payroll	\$ 22,453,000	\$ 23,678,000	\$ 25,522,000	\$ 27,005,000	\$ 28,378,000	\$ 29,676,000	\$ 28,889,000	\$ 28,775,000	\$ 32,587,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	108.14%	133.14%	164.62%	187.23%	202.15%	208.83%	213.01%	141.73%	214.95%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.89%	71.87%	70.85%	70.05%	70.00%	80.97%	69.76%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - PENSIONS
Year ended June 30, 2023

State Teachers' Retirement Plan
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Contractually required contribution	\$ 6,548,941	\$ 8,095,151	\$ 9,477,770	\$ 11,546,668	\$ 13,212,406	\$ 13,584,740	\$ 12,935,707	\$ 14,663,891	\$ 18,387,625
Contributions in relation to the contractually required contribution	<u>(6,548,941)</u>	<u>(8,095,151)</u>	<u>(9,477,770)</u>	<u>(11,546,668)</u>	<u>(13,212,406)</u>	<u>(13,584,740)</u>	<u>(12,935,707)</u>	<u>(14,663,891)</u>	<u>(18,387,625)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 73,749,000	\$ 75,444,000	\$ 75,340,000	\$ 79,543,000	\$ 81,157,000	\$ 74,624,000	\$ 66,821,000	\$ 76,774,000	\$ 96,270,000
Contributions as a percentage of covered payroll	8.88%	10.73%	12.58%	14.52%	16.28%	17.10% ⁽¹⁾	16.15% ⁽²⁾	16.92% ⁽³⁾	19.10%

⁽¹⁾ This rate reflects the original employer contribution rate of 18.13 percent under AB1469, reduced for the 1.03 percentage points to be paid on behalf of employers pursuant to SB 90.

⁽²⁾ This rate reflects the original employer contribution rate of 19.10 percent under AB1469, reduced for the 2.95 percentage points to be paid on behalf of employers pursuant to SB 90.

⁽³⁾ This rate reflects the original employer contribution rate of 19.10 percent under AB1469, reduced for the 2.18 percentage points to be paid on behalf of employers pursuant to SB 90.

All years prior to 2015 are not available.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS - PENSIONS
Year ended June 30, 2023

Public Employer's Retirement Fund B
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Contractually required contribution	\$ 2,787,120	\$ 3,023,561	\$ 3,751,014	\$ 4,384,255	\$ 5,359,997	\$ 5,787,145	\$ 5,956,425	\$ 7,465,652	\$ 9,419,026
Contributions in relation to the contractually required contribution	<u>(2,787,120)</u>	<u>(3,023,561)</u>	<u>(3,751,014)</u>	<u>(4,384,255)</u>	<u>(5,359,997)</u>	<u>(5,787,145)</u>	<u>(5,956,425)</u>	<u>(7,465,652)</u>	<u>(9,419,026)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 23,678,000	\$ 25,522,000	\$ 27,005,000	\$ 28,378,000	\$ 29,676,000	\$ 28,889,000	\$ 28,775,000	\$ 32,587,000	\$ 37,127,000
Contributions as a percentage of covered payroll	11.77%	11.85%	13.89%	15.45%	18.06%	20.03%	20.70%	22.91%	25.37%

All years prior to 2015 are not available.

See note to required supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION
Year Ended June 30, 2023

NOTE 1 - PURPOSE OF SCHEDULES

Budgetary Comparison Schedule: The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

Schedule of Changes in The District's Net OPEB Liability: The Schedule of Changes in Net OPEB Liability presents multi-year information which illustrates the changes in the net OPEB liability for each year presented.

Schedule of the District's Contributions – OPEB: The Schedule of District Contributions - OPEB is presented to illustrate the District's required contributions relating to the District's OPEB plan. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

Schedule of Money-Weighted Rate of Return on OPEB Plan Investments: The Schedule of Money-Weighted Rate of Return (MWRR) on OPEB Plan Investments presents multi-year information for the MWRR associated with the District's OPEB trust.

Schedule of the District's Proportionate Share of the Net Pension Liability: The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's net pension liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

Schedule of the District's Contributions – Pensions: The Schedule of District Contributions - Pensions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

Changes of Benefit Terms: There are no changes in benefit terms reported in the Required Supplementary Information.

Changes of Assumptions: The discount rates used for the total OPEB liability were 5.00, 4.40, 3.90, 3.55, 3.85, and 3.97 percent at the June 30, 2018, 2019, 2020, 2021, 2022, and 2023 measurement dates, respectively.

The discount rates used for the Public Employer's Retirement Fund B (PERF B) plan were 7.50, 7.65, 7.65, 7.15, 7.15, 7.15, 7.15, 7.15 and 6.90 percent in the June 30, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, and 2021 actuarial reports, respectively.

The inflation rates used for the PERF B plan were 2.50, 2.50, 2.50, 2.50, 2.50, 2.50, 2.50, 2.50, and 2.30 percent in the June 30, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, and 2021 actuarial reports, respectively.

The following are the assumptions for the State Teachers' Retirement Plan:

<u>Assumption</u>	<u>Measurement Period</u>							
	As of June 30, 2022	As of June 30, 2021	As of June 30, 2020	As of June 30, 2019	As of June 30, 2018	As of June 30, 2017	As of June 30, 2016	As of June 30, 2015
Consumer price inflation	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%	3.00%	3.00%
Investment rate of return	7.10%	7.10%	7.10%	7.10%	7.10%	7.10%	7.60%	7.60%
Wage growth	3.50%	3.50%	3.50%	3.50%	3.50%	3.50%	3.75%	3.75%

SUPPLEMENTARY INFORMATION

ANTIOCH UNIFIED SCHOOL DISTRICT
COMBINING BALANCE SHEET
ALL NON-MAJOR FUNDS
June 30, 2023

	Student Activity Fund	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Outlay Fund	Capital Projects for Blended Component Units Fund	Bond Interest and Redemption Fund	Total
ASSETS											
Cash and Investments:											
Cash in County Treasury	\$ -	\$ 324,681	\$ 652,980	\$ 5,115,240	\$ 996,863	\$ 10,974,460	\$ 16,840	\$ 3,967,674	\$ 1,633,839	\$ 4,168,702	\$ 27,851,279
Cash on hand and in banks	1,241,205	-	5,000	-	-	-	-	-	-	-	1,246,205
Cash in revolving fund	-	-	20,000	-	-	-	-	-	-	-	20,000
Receivables	-	136,836	3,319,031	-	-	-	-	135,966	-	-	3,591,833
Investments	-	-	-	-	87,074	-	-	-	-	-	87,074
Stores inventory	-	-	298,544	-	-	-	-	-	-	-	298,544
Total assets	<u>\$ 1,241,205</u>	<u>\$ 461,517</u>	<u>\$ 4,295,555</u>	<u>\$ 5,115,240</u>	<u>\$ 1,083,937</u>	<u>\$ 10,974,460</u>	<u>\$ 16,840</u>	<u>\$ 4,103,640</u>	<u>\$ 1,633,839</u>	<u>\$ 4,168,702</u>	<u>\$ 33,094,935</u>
LIABILITIES AND FUND BALANCES											
Liabilities:											
Accounts payable	-	17,038	123,107	198,002	255,688	-	-	16,597	-	-	610,432
Fund balances:											
Nonspendable	-	-	318,544	-	-	-	-	-	-	-	318,544
Restricted	1,241,205	444,479	3,853,904	4,917,238	828,249	10,974,460	16,840	4,087,043	1,633,839	4,168,702	32,165,959
Total fund balance	<u>1,241,205</u>	<u>444,479</u>	<u>4,172,448</u>	<u>4,917,238</u>	<u>828,249</u>	<u>10,974,460</u>	<u>16,840</u>	<u>4,087,043</u>	<u>1,633,839</u>	<u>4,168,702</u>	<u>32,484,503</u>
Total liabilities and fund balances	<u>\$ 1,241,205</u>	<u>\$ 461,517</u>	<u>\$ 4,295,555</u>	<u>\$ 5,115,240</u>	<u>\$ 1,083,937</u>	<u>\$ 10,974,460</u>	<u>\$ 16,840</u>	<u>\$ 4,103,640</u>	<u>\$ 1,633,839</u>	<u>\$ 4,168,702</u>	<u>\$ 33,094,935</u>

ANTIOCH UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - ALL NON-MAJOR FUNDS
Year ended June 30, 2023

	Student Activity Fund	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve for Capital Outlay Fund	Capital Projects for Blended Component Units Fund	Bond Interest and Redemption Fund	Total
Revenues:											
Federal sources	\$ -	\$ 84,610	\$ 9,081,780	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,166,390
Other state sources	-	34,474	3,475,788	-	-	-	-	-	-	43,716	3,553,978
Other local sources	1,334,824	1,192,851	322,461	44,939	160,597	1,629,145	9,609	665,625	1,130,535	7,940,653	14,431,239
Total revenues	1,334,824	1,311,935	12,880,029	44,939	160,597	1,629,145	9,609	665,625	1,130,535	7,984,369	27,151,607
Expenditures:											
Current:											
Certificated salaries	-	453,523	-	-	-	-	-	-	-	-	453,523
Classified salaries	-	256,069	4,420,360	-	34,628	-	-	-	-	-	4,711,057
Employee benefits	-	336,920	1,978,016	-	16,737	-	-	-	-	-	2,331,673
Books and supplies	1,133,108	236,368	3,966,507	57,564	-	-	-	-	-	-	5,393,547
Contract services and operating expenditures	144,891	17,965	62,821	1,012,013	62,510	2,500	-	-	13,039	-	1,315,739
Capital outlay	-	-	108,673	926,000	4,159,683	-	-	2,078,038	-	-	7,272,394
Debt Service:											
Principal retirement	-	-	-	-	-	-	-	-	860,000	4,315,000	5,175,000
Interest	-	-	-	-	-	-	-	-	305,794	3,926,988	4,232,782
Total expenditures	1,277,999	1,300,845	10,536,377	1,995,577	4,273,558	2,500	-	2,078,038	1,178,833	8,241,988	30,885,715
Excess (deficiency) of revenues over (under) over expenditures	56,825	11,090	2,343,652	(1,950,638)	(4,112,961)	1,626,645	9,609	(1,412,413)	(48,298)	(257,619)	(3,734,108)
Other financing (uses) sources:											
Transfers in	-	-	-	5,950,000	-	-	-	-	-	-	5,950,000
Transfers out	-	(59,000)	(316,000)	-	-	-	-	-	-	-	(375,000)
Total other financing (uses) sources	-	(59,000)	(316,000)	5,950,000	-	-	-	-	-	-	5,575,000
Net change in fund balances	56,825	(47,910)	2,027,652	3,999,362	(4,112,961)	1,626,645	9,609	(1,412,413)	(48,298)	(257,619)	1,840,892
Fund balance, July 1, 2022	1,184,380	492,389	2,144,796	917,876	4,941,210	9,347,815	7,231	5,499,456	1,682,137	4,426,321	30,643,611
Fund balance, June 30, 2023	\$ 1,241,205	\$ 444,479	\$ 4,172,448	\$ 4,917,238	\$ 828,249	\$ 10,974,460	\$ 16,840	\$ 4,087,043	\$ 1,633,839	\$ 4,168,702	\$ 32,484,503

ANTIOCH UNIFIED SCHOOL DISTRICT
ORGANIZATION
June 30, 2023

Antioch Unified School District was established on July 7, 1925 and is located primarily in Contra Costa County. There were no changes in the boundaries of the District during the current year. The District is currently operating fourteen elementary schools, four middle schools, four high schools, an independent study program, two continuation high schools and an adult education school.

BOARD OF TRUSTEES

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Dr. Clyde Lewis, Jr.	President	December 2024
Dr. Jag Lathan	Vice-President	December 2026
Gary Hack	Trustee	December 2024
Antonio Hernandez	Trustee	December 2024
Mary Rocha	Trustee	December 2026

ADMINISTRATION

Stephanie Anello
Superintendent

Liz Robbins
Associate Superintendent, Business & Operations

Christine Ibarra
Associate Superintendent, Educational Services

Robert Martinez, Ed. D.
Chief Human Resources Officer

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
June 30, 2023

	<u>Second Period Report</u>	<u>Audited Second Period Report</u>	<u>Annual Report</u>	<u>Audited Annual Report</u>
Certificate Numbers:	54A7B0EA	(1)	5B539B3F	(1)
Elementary:				
Transitional Kindergarten through Third	3,951	3,949	3,990	3,988
Fourth through Sixth	3,074	3,074	3,102	3,102
Seventh and Eighth	2,052	2,052	2,083	2,083
Special Education	<u>81</u>	<u>81</u>	<u>91</u>	<u>91</u>
Total Elementary	<u>9,158</u>	<u>9,156</u>	<u>9,266</u>	<u>9,264</u>
Secondary:				
Nine through Twelfth	4,385	4,385	4,413	4,413
Special Education	69	69	73	73
Continuation Education	<u>254</u>	<u>254</u>	<u>248</u>	<u>248</u>
Total Secondary	<u>4,708</u>	<u>4,708</u>	<u>4,734</u>	<u>4,734</u>
	<u>13,866</u>	<u>13,864</u>	<u>14,000</u>	<u>13,998</u>

(1) Both the Second Period and Annual Average Daily Attendance schedules been adjusted to reflect the impact of Finding 2023-001.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
Year ended June 30, 2023

<u>Grade Level</u>	<u>Statutory Minutes Requirement</u>	<u>2022-2023 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	37,800	180	In compliance
Grade 1	50,400	51,245	180	In compliance
Grade 2	50,400	51,245	180	In compliance
Grade 3	50,400	51,245	180	In compliance
Grade 4	54,000	54,065	180	In compliance
Grade 5	54,000	54,065	180	In compliance
Grade 6	54,000	56,715	180	In compliance
Grade 7	54,000	56,715	180	In compliance
Grade 8	54,000	56,715	180	In compliance
Grade 9	64,800	65,125	180	In compliance
Grade 10	64,800	65,125	180	In compliance
Grade 11	64,800	65,125	180	In compliance
Grade 12	64,800	65,125	180	In compliance

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2023

Assistance Listing (AL) Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education - Passed through California</u>			
<u>Department of Education</u>			
Title I Programs:			
84.010	ESEA: Title I, Part A, Basic Grants Low Income	14329	\$ 5,534,047
84.010	ESEA: School Improvement (CSI) Funding for LEAs	15438	<u>1,401,146</u>
	Subtotal Title I Programs		<u>6,935,193</u>
Special Education Cluster:			
84.027	Special ED: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	13379	2,975,046
84.173	Special ED: IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	13430	76,466
84.173	COVID-19: Special ED: ARP IDEA Part B, Sec. 619, Preschool Grants	15639	68,962
84.027	Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	10115	2,417
84.027	COVID-19: Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Entitlement	15638	622,693
84.027	COVID-19: Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Private School ISPs	10169	2,865
84.027A	Special ED: IDEA Mental Health Average Daily Attendance Allocation, Part B	15197	<u>178,931</u>
	Subtotal Special Education Cluster		<u>3,927,380</u>
Adult Education Cluster:			
84.002	Adult Basic Education & ELA (Section 231)	14508	38,320
84.002	Adult Secondary Education (Section 231)	13978	<u>46,290</u>
	Subtotal Adult Education Cluster		<u>84,610</u>
COVID-19: Education Stabilization Fund (ESF) Programs:			
84.425	COVID-19: Elementary and Secondary School Emergency Relief II (ESSER II) Fund	15547	12,175,788
84.425	COVID-19: Elementary and Secondary School Emergency Relief III (ESSER III) Fund	15559	3,401,817
84.425	COVID-19: ASES Rate Inc: ESSER III State Reserve Summer Learning	15652	138,898
84.425	COVID-19: American Rescue Plan - Homeless Children and Youth II (ARP HYC II)	15566	14,323

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year ended June 30, 2023

<u>Assistance Listing Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Agriculture - Passed through California</u>			
<u>Department of Education (Continued)</u>			
84.425	Expanded Learning Opportunities (ELO) Grant: GEER II	15619	\$ 98,000
84.425	Expanded Learning Opportunities (ELO) Grant: ESSER III		
	State Reserve Emergency Needs	15620	<u>5,518</u>
	Subtotal COVID-19: ESF Programs		<u>15,834,344</u>
84.048	Carl Perkins Career and Technical Education	14894	159,893
84.287	ESEA: Title IV, Part B, 21st Century Community Learning		
	Centers (CCLC) - High School ASSETs	14535	209,051
84.365	ESEA: Title III, English Learner Student Program	14346	508,177
84.367	ESEA: Title II, Part A Supporting Effective Instruction		
	Local Grants	14341	<u>837,188</u>
	Total U.S Department of Education		<u>28,495,836</u>
	Child Nutrition Cluster:		
10.555	Child Nutrition: School Programs (NSL Sec 11)	13524	7,872,557
10.555	Child Nutrition: Supply Chain Assistance (SCA) Funds	15655	<u>404,816</u>
	Subtotal Child Nutrition Cluster		<u>8,277,373</u>
	CACFP Programs:		
10.558	CACFP Claims - Centers and Family Day Care	13393	581,089
10.558	Child Nutrition: NSLP Equipment Assistance Grants	15577	<u>100,000</u>
	Subtotal CACFP Programs		<u>681,089</u>
	Total U.S Department of Agriculture		<u>8,958,462</u>
	Total Federal Programs		<u>\$ 37,454,298</u>

See accompanying notes to supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
Year ended June 30, 2023

There were no audit adjustments proposed to any funds of the District.

See accompanying notes to supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
Year ended June 30, 2023
(UNAUDITED)

	(Budgeted) <u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 285,093,234	\$ 299,519,700	\$ 239,840,829	\$ 223,799,252
Expenditures	304,856,760	261,375,087	226,126,765	200,568,730
Other uses and transfers out	<u>1,600,000</u>	<u>5,950,000</u>	<u>1,450,000</u>	<u>500,000</u>
Total outgo	<u>306,456,760</u>	<u>267,325,087</u>	<u>227,576,765</u>	<u>201,068,730</u>
Change in fund balance	\$ <u>(21,363,526)</u>	\$ <u>32,194,613</u>	\$ <u>12,264,064</u>	\$ <u>22,730,522</u>
Ending fund balance	\$ <u>63,384,331</u>	\$ <u>84,747,857</u>	\$ <u>52,553,244</u>	\$ <u>40,289,180</u>
Available reserves	<u>\$ 9,969,313</u>	<u>\$ 8,812,061</u>	<u>\$ 11,372,455</u>	<u>\$ 10,037,453</u>
Designated for economic uncertainties	<u>\$ 9,184,000</u>	<u>\$ 8,008,503</u>	<u>\$ 11,372,455</u>	<u>\$ 10,037,453</u>
Undesignated fund balance	<u>\$ 785,313</u>	<u>\$ 803,558</u>	<u>\$ -</u>	<u>\$ -</u>
Available reserves as percentages of total outgo	<u>3.3%</u>	<u>3.3%</u>	<u>5.0%</u>	<u>5.0%</u>
<u>All Funds</u>				
Total long-term liabilities	<u>\$ 348,355,695</u>	<u>\$ 338,512,699</u>	<u>\$ 282,517,457</u>	<u>\$ 384,640,526</u>
Average daily attendance at P-2	<u>13,320</u>	<u>13,864</u>	<u>13,642</u>	<u>15,148</u>

The fund balance of the General Fund has increased by \$67,189,199 over the past three years. The District projects a decrease of \$21,363,526 for the fiscal year ending June 30, 2024. For a district this size, the State of California recommends available reserves of at least three percent of General Fund total outgo. The District has met this requirement.

The District has incurred an operating surplus for each of the past three years, but anticipates an operating deficit for the 2023-2024 fiscal year.

Total long-term liabilities have decreased by \$46,127,827 over the past two years.

Average daily attendance has decreased by 1,284 over the past two years, and a decrease of 544 ADA is anticipated during the year ending June 30, 2024.

See accompanying notes to supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
Year ended June 30, 2023

Charter Schools Chartered by District

0143 - Antioch Charter Academy
0909 - Antioch Charter Academy II
1965 - Rocketship Delta Prep

Included in District
Financial Statements, or
Separate Report

Separate Report
Separate Report
Separate Report

See accompanying notes to supplementary information.

ANTIOCH UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
June 30, 2023

NOTE 1 - PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance: Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time: The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

Schedule of Expenditures of Federal Awards: The Schedule of Expenditures of Federal Awards includes the federal award activity of Antioch Unified School District, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed in the Uniform Guidance.

Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements: This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

Schedule of Financial Trends and Analysis (Unaudited): This schedule provides trend information on fund balances, revenues, expenditures and average daily attendance, as required by the State Controller's Office.

Schedule of Charter Schools: This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosures in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2023, the District did not adopt such a program.

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Education
Antioch Unified School District
Antioch, California

Report on Compliance

Opinion on State Compliance

We have audited Antioch Unified School District's (the District) compliance with the requirements specified in the State of California *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the District's state program requirements identified below for the year ended June 30, 2023.

In our opinion, the District complied, in all material respects, with the compliance requirements that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinions

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>2022-23 K-12 Audit Guide Procedures</u>	<u>Procedures Performed</u>
<i>Local Education Agencies Other than Charter Schools:</i>	
A. Attendance	Yes
B. Teacher Certification and Misassignments	Yes
C. Kindergarten Continuance	Yes
D. Independent Study	Yes
E. Continuation Education	Yes
F. Instructional Time	Yes
G. Instructional Materials	Yes
H. Ratio of Administrative Employees to Teachers	Yes
I. Classroom Teacher Salaries	Yes
J. Early Retirement Incentive	N/A, see below
K. Gann Limit Calculation	Yes
L. School Accountability Report Card	Yes
M. Juvenile Court Schools	N/A, see below
N. Middle or Early College High Schools	N/A, see below
O. K-3 Grade Span Adjustment	Yes
P. Transportation Maintenance of Effort	Yes
Q. Apprenticeship: Related and Supplemental Instruction	N/A, see below
R. Comprehensive School Safety Plan	Yes
S. District of Choice	N/A, see below
TT. Home to School Transportation Reimbursement	Yes
UU. Independent Study Certification for ADA Loss Mitigation	Yes

(Continued)

School Districts, County Offices of Education, and Charter Schools:

T. California Clean Energy Jobs Act	Yes
U. After/Before School Education and Safety Program	Yes
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study – Course-Based	N/A, see below
Z. Immunizations	Yes
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G)	Yes
CZ. Career Technical Education Incentive Grant	Yes
EZ. Transitional Kindergarten	Yes

Charter Schools:

AA. Charter School - Attendance	N/A, see below
BB. Charter School - Mode of Instruction	N/A, see below
CC. Charter School - Nonclassroom-Based Instruction/Independent Study	N/A, see below
DD. Charter School - Determination of Funding for Nonclassroom-Based Instruction	N/A, see below
EE. Charter School - Annual Instructional Minutes-Classroom Based	N/A, see below
FF. Charter School - Charter School Facility Grant Program	N/A, see below

The District did not offer an Early Retirement Incentive during the audit year; therefore, we did not perform any procedures related to Early Retirement Incentive.

The District did not operate any Juvenile Court Schools; therefore, we did not perform any procedures related to Juvenile Court Schools.

The District did not operate a Middle or Early College; therefore, we did not perform any procedures related to Middle or Early College.

The District did not report any qualifying attendance hours for Apprenticeship: Related and Supplemental Instruction; therefore, we did not perform any procedures related to Apprenticeship: Related and Supplemental Instruction.

The District is not classified as a District of Choice by the California Department of Education; therefore, we did not perform any procedures related to District of Choice.

The District did not operate an Independent Study-Course Based; therefore, we did not perform any procedures related to this program.

The District does not include any charter schools in this report; therefore, we did not perform any procedures related to sections AA through FF of the Audit Guide.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matter

The results of our auditing procedures disclosed an instance of noncompliance regarding Immunizations, which is described in the accompanying Schedule of Findings and Questioned Costs as Finding 2023-001.

The District's response to the noncompliance finding identified in our audit is included in the accompanying Schedule of Audit Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of State Compliance and, accordingly, we express no opinion on it.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 11, 2023

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Education
Antioch Unified School District
Antioch, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Antioch Unified School District as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Antioch Unified School District's basic financial statements, and have issued our report thereon dated December 11, 2023 .

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Antioch Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Antioch Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Antioch Unified School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Antioch Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
December 11, 2023



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE

Board of Education
Antioch Unified School District
Antioch, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Antioch Unified School District's compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of Antioch Unified School District's major federal programs for the year ended June 30, 2023. Antioch Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Antioch Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Antioch Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Antioch Unified School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Antioch Unified School District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Antioch Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Antioch Unified School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Antioch Unified School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Antioch Unified School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Antioch Unified School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

(Continued)

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
December 11, 2023

FINDINGS AND RECOMMENDATIONS

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2023

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified not considered to be material weakness(es)?	<u> </u> Yes	<u> X </u> None reported

Noncompliance material to financial statements noted?

<u> </u> Yes	<u> X </u> No

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified not considered to be material weakness(es)?	<u> </u> Yes	<u> X </u> None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

<u> </u> Yes	<u> X </u> No

Identification of major programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425	COVID-19: ESF Programs
84.010	Title I Programs

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee?

<u> X </u> Yes	<u> </u> No

STATE AWARDS

Type of auditors' report issued on compliance for state programs: Unmodified

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2023

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2023

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

(Continued)

ANTIOCH UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year ended June 30, 2023

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

2023-001 DEFICIENCY – STATE COMPLIANCE – IMMUNIZATIONS (40000)

Criteria: Verify that each pupil had two doses of a varicella vaccine and two doses of a measles vaccine as required by Title XVII, California Code of Regulations section 6025 prior to admission, or has a current medical exemption from varicella and measles immunization on file. If the pupil had only one dose of either vaccine prior to admission, verify the second dose was received within four calendar months after the first dose.

Condition: For one student tested for Kindergarten, no second dose of varicella and measles immunization was given during the 2022-23 school year. In addition, for one student tested, the second dose varicella and measles immunization was given more than four calendar months after the student was admitted for the 2022-23 school year. However, both students selected for testing were admitted to the District and claimed for average daily attendance apportionment for the disallowed period during the 2022-23 school year.

Context: We performed the audit procedures enumerated in the *State of California 2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and identified the finding described above.

Effect: The District did not comply with the requirements of Title 17, California Code of Regulations section 6025.

Cause: The District improperly admitted the students and claimed average daily attendance for the period in which the second dose(s) had not yet been given.

Fiscal Impact: The total impact of this error is 1.61 average daily attendance, or \$20,767. The grade span effected by this finding is Transitional Kindergarten through Third.

Recommendation: The District should establish and implement relevant internal control procedures to ensure compliance with the requirements of Title XVII, California Code of Regulations section 6025.

Views of Responsible Officials and Planned Corrective Action: The District will revise and resubmit the second and annual reports of attendance to reflect the reduction of ADA from this finding. In addition, the District's management team will coordinate training for relevant staff to ensure timely submission of immunization records for all district sites, as required by applicable sections of the California Code of Regulations.

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

ANTIOCH UNIFIED SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
Year ended June 30, 2023

No matters were reported.

BOE - PURCHASE ORDER REPORT 2023-2024-09

January 24, 2024

PO FOR BOE APPROVAL					
PO#	Vendor Name	Description	Funding Source	Site/Dept Charged	Amount
None for this report					
PO INCREASES FOR BOE APPROVAL					
PO#	Vendor Name	Description	Funding Source	Site/Dept Charged	Amount
None for this report					
PO FOR BOE RATIFICATION					
PO#	Vendor Name	Description	Funding Source	Site/Dept Charged	Amount
2401242	NEARPOD INC	2023-24 NEARPOD RENEWAL	LCAP 1.4 SITE ALLOCATION S & C AND IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$50,050.00
2401256	MCGUIRE AND HESTER	CON OPEN PO 23-24 DVHS STADIUM PROJECT	DVHS STADIUM TURF PROJECT AND REDEVELOPMENT FUNDS	AUSD MAINTENANCE	\$3,846,423.00
2401281	SOUTH BAY HIGH SCHOOL, INC	OPEN PO 2023-2024 SOUTH BAY HIGH SCHOOL NPS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$83,490.05
2401296	MCCAULEY AGRICULTURAL & PEST C	OPEN PO 2023-2024 PEST ABATEMENT	OPERATING EXPENSES	AUSD MAINTENANCE	\$50,000.00
2401306	RESTORATIVE SOLUTION HUB LLC	CON OPEN PO - RESTORATIVE PRACTICE CONSULTING LLC	LCAP 2.5 SOCIAL-EMOTIONAL	ED SERVICES	\$50,225.00
2401321	POINT QUEST EDUCATION CV, LLC	OPEN PO 2023-2024 POINT QUEST NPS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$646,848.75
2401344	ALL COUNTY FLOORING	SSB CARPET INSTALLATION	AUSD CENTRAL FUNDING	AUSD MAINTENANCE	\$91,313.00
2401362	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$56,035.15
2401392	BEL AIR MECHANICAL AIR CONDITI	DRMS AC UNIT REPLACEMENT	AUSD MAINTENANCE	AUSD MAINTENANCE	\$76,700.00
2401401	CHANGE ACADEMY AT THE LAKE OF	OPEN PO 2023-2024 CALO PROGRAMS NPS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$284,378.66
2401403	STEWARTS TREE SERVICE INC	PMS TREE AND BUSH REMOVAL	OPERATING EXPENSES	AUSD MAINTENANCE	\$54,000.00
2401426	PARADIGM HEALTHCARE SERVICES	SCHOOL BEHAVIORAL HEALTH INCENTIVE PROGRAM	SCHOOL BEHAVIORAL HEALTH	ED SERVICES	\$134,027.07
2401473	UPLINK CABLING	CABLING	DVHS STADIUM TURF PROJECT	AUSD TECHNOLOGY	\$56,843.84
2401517	ALTA FENCE CO	AHS BASEBALL/SOFTBALL FIELDS FENCE INSTALL	AUSD MAINTENANCE	AUSD MAINTENANCE	\$157,287.00
PO INCREASES FOR BOE RATIFICATION					
PO#	Vendor Name	Description	Funding Source	Site/Dept Charged	Amount
2400044 PRIOR	WELLNESS TOGETHER	CON-OPEN PO 2023-2024 COUNSELING	ESSER III	STUDENT SUPPORT SVCS	\$99,995.00
INCREASE 2400044	WELLNESS TOGETHER				\$108,680.00
2400563 PRIOR	VERIZON WIRELESS	OPEN PO 2023-2024 CELL PHONE SERVICE	ELO PROGRAM	AUSD TECHNOLOGY	\$73,936.96
INCREASE 2400563	VERIZON WIRELESS				\$77,936.96
2201536 PRIOR	TEC EQUIPMENT, INC.	NS NRR REFRIGERATED TRUCK	CHILD NUTRITION-SCHOOL PROGRAM	AUSD NUTRITION SERVICES	\$134,833.82
INCREASE 2201536	TEC EQUIPMENT, INC.				\$135,452.69
2400616 PRIOR	CDW GOVERNMENT INC	FRE PROJECTOR PROJECT	ESSER III	AUSD TECHNOLOGY	\$75,599.75
INCREASE 2400616	CDW GOVERNMENT INC				\$87,818.09
2400375 PRIOR	PACIFIC GAS & ELECTRIC CO	OPEN PO 2023-24 PG&E SERVICES	UTILITIES	BUSINESS SERVICES	\$3,062,100.00
INCREASE 2400375	PACIFIC GAS & ELECTRIC CO				\$3,562,100.00
PO INCREASES FOR BOE RATIFICATION					
PO#	Vendor Name	Description	Funding Source	Site/Dept Charged	Amount
2401215	CITY OF ANTIOCH RECREATION DIV	ATTN A/P: FIELD RENTALS	MIDDLE SCHOOL SPORTS	ED SERVICES	\$390.00
2401216	ACCO BRANDS CORP	LAMINATING FILM SP:3.1	LCAP 1.4 SITE ALLOCATION S & C	CARMEN DRAGON ELEMENTARY	\$131.61
2401217	HENRY SCHEIN INC	FIRST AID SUPPLIES SP 2.2	LCAP 1.4 SITE ALLOCATION S & C	FREMONT ELEMENTARY	\$215.77
2401218	DELL MARKETING LP	TONER SP# 4.1	OPERATING EXPENSES	AUSD TECHNOLOGY	\$306.20
2401219	AMAZON CAPITAL SERVICES, INC.	OPEN PO 2023-24 WELLNESS ROOM SUPPLIES	ESSER III	GRANT ELEMENTARY	\$1,975.64
2401220	HERITAGE HOME II	ATTN A/P: - STUDENT SUPPORT SRVCS PER LEGAL AGREE	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,530.00
2401221	SCHOLASTIC MAGAZINES	ATTN A/P: CURRICULUM	LOTTERY INST MATERIALS	ED SERVICES	\$2,120.44
2401222	PRO-IMAGE SPORTSWEAR	ATTN A/P: SCHOOL LOGO TRANSFERS	OPERATING EXPENSES	PROSPECTS HIGH SCHOOL	\$178.90
2401223	LINDAMOOD-BELL LEARNING PROCES	ATTN A/P: STUDENT SERVICES PER AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$10,559.25
2401224	CALIFORNIA EDUCATION JUSTICE A	ATTN A/P: STUDENT SUPPORT SERVICES PER LEGAL AGREE	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,750.00
2401225	CFS FIRE PROTECTION	ATTN AP: AHS ANNUAL FIRE SPRINKLER SERVICE	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,570.00
2401226	CONTRA COSTA COUNTY FIRE	ATTN AP: FIRE SAFETY INSPECTION - FREMONT	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$948.00

2401227	CFS FIRE PROTECTION	ATTN AP: SUTTER 5 YEAR SPRINKLER INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$542.00
2401228	STEWARTS TREE SERVICE INC	ATTN AP: TREE REMOVAL - HACIENDA WAY	OPERATING EXPENSES	AUSD MAINTENANCE	\$27,850.00
2401229	WONG, LILY	ATTN: A/P REIMB; LILY WONG; MSE; SP#3.1.2 CONFEREN	LCAP 1.4 SITE ALLOCATION S & C	LONDON ELEMENTARY	\$1,500.00
2401230	AMAZON CAPITAL SERVICES, INC.	OPEN PO - AMAZON SUTTER PBIS ACCT - SP 2.1	LCAP 1.4 SITE ALLOCATION S & C	SUTTER ELEMENTARY	\$2,000.00
2401231	BLICK ART MATERIALS	OPEN PO FOR ARTS - M. MOORE	LCAP 2.3 VAPA	DEER VALLEY HIGH SCHOOL	\$5,000.00
2401232	CDW GOVERNMENT INC	TEAMS BOARD SP# 4.1	IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$4,999.63
2401233	CDW GOVERNMENT INC	NETWORK SUPPLIES	OPERATING EXPENSES	AUSD TECHNOLOGY	\$1,975.50
2401234	CDW GOVERNMENT INC	CAMERA	LCAP 1.2 B TECHNOLOGY	AUSD TECHNOLOGY	\$8,862.31
2401235	DELL MARKETING LP	LAPTOP SP# 4.1	IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$8,697.54
2401236	DELL MARKETING LP	LAPTOPS SP# 4.1	IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$13,649.70
2401237	DELL MARKETING LP	DOCKS SP# 4.1	ESSA-ESSA SCHOOL IMPRVMENT CSI	AUSD TECHNOLOGY	\$2,429.58
2401238	TURNITIN, LLC	2023-24 TURNITIN RENEWAL-SPSA 4.1 & SPSA 1.1	LCAP 1.4 SITE ALLOCATION S & C AND OPERATING EXPENSES	AUSD TECHNOLOGY	\$14,220.18
2401239	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY BOOKS; LCAP FUNDING	LOTTERY INST MATERIALS	PARK MIDDLE SCHOOL	\$1,148.98
2401240	SHI INTERNATIONAL CORP	CHROMEBOOK COMPUTERS	IASA-TITLE 1 BASIC GRANT LOW	ED SERVICES	\$41,776.31
2401241	WOODWIND & BRASSWIND INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$87.81
2401243	CRICK SOFTWARE, INC.	AT SOFTWARE RENEWAL	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,320.00
2401244	AMS.NET INC	SUPPORT HOURS	OPERATING EXPENSES	AUSD TECHNOLOGY	\$5,000.00
2401245	CAROLINA BIOLOGICAL SUPP CO	SCIENCE CLASSROOM SUPPLIES SP 1.6	LCAP 1.4 SITE ALLOCATION S & C	DOZIER-LIBBEY HIGH SCHOOL	\$522.85
2401246	MICHAEL'S TRANSPORTATION SVCS	FIELD TRIP TRANSPORTATION	LCAP 1.4 SITE ALLOCATION S & C	ED SERVICES	\$991.00
2401247	ORIENTAL TRADING CO INC	MUSTANG MARKET INCENTIVES SP #2.4	OPERATING EXPENSES	MISSION ELEMENTARY	\$896.28
2401248	RENAISSANCE LEARNING INC	ACCELERATED READER SUBSCRIPTION SP# 2.1	IASA-TITLE 1 BASIC GRANT LOW	BELSHAW ELEMENTARY	\$4,284.60
2401249	SAM MEDIA	ATTN A/P : CPR CERTIFICATES	PERKINS CAREER & TECH EDUCATION	ED SERVICES	\$825.00
2401250	BLACK TIE TRANSPORTATION, LLC	TRANSPORTATION FOR FIELD TRIP - DVHS	SB70 CALIFORNIA PRTNSHP ACA	ED SERVICES	\$2,024.19
2401251	SIERRA LINES, INC	FIELD TRIP TRANSPORTATION SPSA Ref #3.4	LCAP 1.4 SITE ALLOCATION S & C	ED SERVICES	\$1,040.00
2401252	STEWART-MOLANDER APPLIANCE	CLASSROOM EQUIPMENT -CULINARY	PERKINS CAREER & TECH EDUCATION	ED SERVICES	\$1,212.68
2401253	SANCHEZ, MARLO	ATTN A/P REIMBURSEMENT AUSD CCF FOOD LCAP3.8	LCAP 3.8 COLLEGE AND CAREER	ANTIOCH HIGH SCHOOL	\$449.37
2401254	AUSD WAREHOUSE	XEROGRAPHIC PAPER	OPERATING EXPENSES	AUSD WAREHOUSE	\$144.38
2401255	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	MARSH ELEMENTARY	\$481.25
2401257	WOODWIND & BRASSWIND INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$123.47
2401258	RIVERSIDE INSIGHTS, LLC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$2,184.52
2401259	SAVVAS LEARNING COMPANY, LLC	CURRICULUM	LOTTERY INST MATERIALS	ED SERVICES	\$711.07
2401260	CONTRA COSTA ATHLETIC ASSIGNOR	ATTN A/P FOOTBALL OFFICIAL REBILL SPSA 2.8	HIGH SCHOOL SPORTS MATERIALS	ANTIOCH HIGH SCHOOL	\$1,707.00
2401261	CONTRA COSTA ATHLETIC ASSIGNOR	ATTN A/P: FOOTBALL OFFICIALS SPSA 2.1	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$2,333.00
2401262	SUAREZ, JOSHUA	ATTN A/P FALL COLOR GUARD CHOREO SPSA 1.8	LCAP 1.4 SITE ALLOCATION S & C	ANTIOCH HIGH SCHOOL	\$750.00
2401263	GUTIERREZ, ANGELO	ATTN A/P: FALL DRUMLINE CHOREO SPSA 1.8	LCAP 1.4 SITE ALLOCATION S & C	ANTIOCH HIGH SCHOOL	\$750.00
2401264	MAC WATER POLO REFEREE ASSOCIA	ATTN A/P: WATER POLO OFFICIALS SPSA 2.1	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$218.50
2401265	DUNLAP, JENNIE	ATTN A/P: AHS DAMAGE TO VEHICLE 11/2/23	INSURANCE REIMBURSEMENTS	ANTIOCH HIGH SCHOOL	\$850.73
2401266	JP SIGNS, INC.	ATTN A/P FASTSIGNS FOR WASC SPSA 1.3	OPERATING EXPENSES	ANTIOCH HIGH SCHOOL	\$755.67
2401267	LOWES HOME IMPROVEMENT	CLASSROOM SUPPLIES	PERKINS CAREER & TECH EDUCATION	STUDENT SUPPORT SVCS	\$1,626.47
2401268	DANIEL W HUGHEY	ATTN A/P: VOLLEYBALL OFFICIALS SPSA 2.8	HIGH SCHOOL SPORTS MATERIALS	ANTIOCH HIGH SCHOOL	\$4,360.00
2401269	DANIEL W HUGHEY	ATTN A/P: VOLLEYBALL OFFICIALS SPSA 2.1	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$3,584.00
2401270	AUSD WAREHOUSE	XEROGRAPHIC PAPER	OPERATING EXPENSES	SSB	\$192.50
2401271	CFS FIRE PROTECTION	ATTN AP: AHS SPRINKLER AND FIRE HYDRANT INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,570.00
2401272	CFS FIRE PROTECTION	ATTN AP: PMS SPRINKLER AND HYDRANT INSPECTIONS	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,785.00
2401273	CFS FIRE PROTECTION	ATTN AP: TUR SPRINKLER AND HYDRANT INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,975.00
2401274	CFS FIRE PROTECTION	ATTN AP: ACA SPRINKLER AND HYDRANT INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$2,785.00
2401275	SOLIS, RAUL	ATTN A/P: STUDENT SRVCS PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,222.95
2401276	HKIT ARCHITECTS	BOND INFORMATION SIGNAGE AT EACH SCHOOL SITE	AUSD CENTRAL FUNDING	BUSINESS SERVICES	\$49,000.00
2401277	CURRICULUM ASSOCIATES, LLC	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,300.21
2401278	PEARSON EDUCATION, INC.	PSYCH TESTING MATRLS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$2,110.00
2401279	R & H WHOLESALE SUPPLY INC	AHS ATHLETIC PADLOCKS	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,959.39
2401280	R & H WHOLESALE SUPPLY INC	AHS PADLOCKS AND STOCK	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,468.10
2401282	STATEWIDE EDUCATION WRAP UP PR	ATTN: AP SEWUP INSURANCE - JACK LONDON WALKWAY	STATE LOTTERY	AUSD MAINTENANCE	\$669.00
2401283	SLATER, JOY	OPEN PO: TK PROFESSIONAL DEVELOPMENT	UNIVERSAL PREKINDER PLAN & IMP	ED SERVICES	\$4,000.00
2401284	CRESCO EQUIPMENT RENTALS	DVHS LIGHT TOWERS RENTAL FOR FIELD	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,068.33

2401285	CAS INSPECTIONS, INC	ATTN AP: INSPECTOR FEE FOR AHS AT&T TOWER	OPERATING EXPENSES	AUSD MAINTENANCE	\$4,400.00
2401286	ALTA FENCE CO	ATTN A/P: AHS PARKING LOT GATE REPAIR	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,066.00
2401287	WOODWIND & BRASSWIND INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$439.00
2401288	CREATIVE EMBROIDERY	ATTN A/P: LOGO FOR PEERS SPSA 2.2	LCAP 1.4 SITE ALLOCATION S & C	ANTIOCH HIGH SCHOOL	\$1,043.55
2401289	PRO-IMAGE SPORTSWEAR	HOODIES FOR STUDENTS	SITE/DEPT DONATIONS	PROSPECTS HIGH SCHOOL	\$2,648.51
2401290	DELUXE SMALL BUSINESS SALES, I	CLASSROOM MATERIALS SP 2.7	LCAP 1.4 SITE ALLOCATION S & C	BLACK DIAMOND MIDDLE SCHOOL	\$373.56
2401291	DELUXE SMALL BUSINESS SALES, I	SPSA 1.4 REPORT CARD PAPER	OPERATING EXPENSES	ANTIOCH HIGH SCHOOL	\$976.65
2401292	INCIDENT IQ, LLC	INCIDENT IQ ANNUAL SUBSCRIPTION FOR USE PERMITS	AUSD MAINTENANCE	AUSD MAINTENANCE	\$11,356.81
2401293	ENTERPRISE HOLDINGS	ATTN A/P: BOYS GOLF TRANSPORTATION SPSA 2.9	NON-SPEED TRANSPORTATION	ANTIOCH HIGH SCHOOL	\$166.15
2401294	WOODCRAFT	EQUIPMENT FOR THEATER CLASS	PERKINS CAREER & TECH EDUCATION	ED SERVICES	\$2,203.06
2401295	AMAZON CAPITAL SERVICES, INC.	OPEN PO LCAP AMAZON: LIBRARY	LOTTERY INST MATERIALS	ANTIOCH HIGH SCHOOL	\$5,000.00
2401297	POWERPAK CIVIL & SAFETY LLC	CLASSROOM SUPPLIES	K12 STRONG WORKFORCE PROGRAM	STUDENT SUPPORT SVCS	\$1,842.43
2401298	CONCORD GLASS	MUIR WINDOW TINTING	AUSD MAINTENANCE	AUSD MAINTENANCE	\$20,134.00
2401299	CONCORD GLASS	JLE SCREEN INSTALLATION	AUSD MAINTENANCE	AUSD MAINTENANCE	\$9,577.50
2401300	LOWES HOME IMPROVEMENT	LOWES BIOLOGY REFRIGERATOR SPSA 1.3	LCAP 1.4 SITE ALLOCATION S & C	ANTIOCH HIGH SCHOOL	\$876.90
2401301	LOWES HOME IMPROVEMENT	CLASSROOM MATERIALS & SUPPLIES	PERKINS CAREER & TECH EDUCATION	ED SERVICES	\$1,407.63
2401302	MIRACLE PLAYSYSTEMS INC	DVE SLIDE REPLACEMENT	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$29,173.17
2401303	WAYNE SWISHER CEMENT	ATTN AP: LOHS CONCRETE EXCAVATION	AUSD MAINTENANCE	AUSD MAINTENANCE	\$6,930.00
2401304	DORA J DOME LAW OFFICE	CON OPEN - LEGAL SERVICES	ADDITIONAL 15% CONCENTRATION	ED SERVICES	\$2,000.00
2401305	SCHOOL PSYCHOLOGY GROUP, INC.	CON OPEN PO - IEE SERVICES	SPECIAL EDUCATION	AUSD SPECIAL ED	\$8,000.00
2401307	AUSD WAREHOUSE	STORES REQ - XEROGRAPHIC PAPER - AMS	IASA-TITLE 1 BASIC GRANT LOW	AUSD WAREHOUSE	\$1,925.02
2401308	QUALITY ASSURANCE ENGINEERING,	DVHS STADIUM PROJECT LOR	DVHS STADIUM TURF PROJECT	AUSD MAINTENANCE	\$20,487.25
2401309	WOODWIND & BRASSWIND INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$4,464.63
2401310	CENGAGE LEARNING INC	CURRICULUM	LOTTERY INST MATERIALS	ED SERVICES	\$1,062.78
2401311	CONTRA COSTA CTY/OFFICE EDUCAT	ATTN: A/P 2023-24 FCMAT ASB TRAINING	EDUCATOR EFFECTIVENESS and OPERATING EXPENSES	BUSINESS SERVICES	\$760.00
2401312	DELL MARKETING LP	LAPTOPS & DOCKS	AUSD CENTRAL FUNDING	AUSD TECHNOLOGY	\$7,367.61
2401313	SHIFFLER EQUIPMENT SALES INC	BATHROOM PARTITIONS - DLMHS	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$3,424.63
2401314	AUSD WAREHOUSE	XEROGRAPHIC PAPER - PALLET	OPERATING EXPENSES	DALLAS RANCH MIDDLE SCHOOL	\$1,925.02
2401315	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	DOZIER-LIBBEY HIGH SCHOOL	\$1,925.02
2401316	WILKINS, BLAIR	ATTN A/P: REIMBURSE ATTENDANCE CELEBRATION SP 2.1	IASA-TITLE 1 BASIC GRANT LOW	MARSH ELEMENTARY	\$87.36
2401317	WILKINS, BLAIR	ATTN A/P: REIMBURSE CELEBRATION SUPPLIES -SP 2.6	IASA-TITLE 1 BASIC GRANT LOW	MARSH ELEMENTARY	\$239.00
2401318	STEVE WEISS MUSIC INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$5,080.33
2401319	STONE, JESSECA	ATTN: A/P REMIB STORE PBIS/BUSINESS CARDS/STAMP	LCAP 1.4 SITE ALLOCATION S & C and OPERATING EXPENSES	TURNER ELEMENTARY	\$187.50
2401320	EUDY, AMY	ATTN A/P: REIMBURSE ATTENDANCE CELEBRATION SP 2.1	IASA-TITLE 1 BASIC GRANT LOW	MARSH ELEMENTARY	\$26.33
2401322	WHOLESALE-CARABINERS.COM	ATTN A/P: STUDENT INCENTIVES - S.P. 2.3	OPERATING EXPENSES	ORCHARD PARK SCHOOL	\$476.00
2401323	GALLAGHER, AMANDA	ATTN A/P: FIELD TRIP SP# 3.3	IASA-TITLE 1 BASIC GRANT LOW	BELSHAW ELEMENTARY	\$210.00
2401324	FORMATIVE LOOP, INC	ATTN: A/P - FORMATIVE LOOP SP1.8	OPERATING EXPENSES	LONE TREE ELEMENTARY	\$1,797.71
2401325	EMIGH, JENNIFER	ATTN: A/P REMIB ELAC SNACKS	IASA-TITLE 1 BASIC GRANT LOW	TURNER ELEMENTARY	\$18.29
2401326	CDW GOVERNMENT INC	TEAMS BOARD	MEDI-CAL BILLING OPTION	AUSD TECHNOLOGY	\$9,999.27
2401327	ACCO BRANDS CORP	LAMINATING FILM	OPERATING EXPENSES	TURNER ELEMENTARY	\$157.75
2401328	WESTERN PSYCHOLOGICAL SRVS	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$149.70
2401329	AMAZON CAPITAL SERVICES, INC.	OPEN PO: PROFESSIONAL DEVELOPMENT SP#1.1	LCAP 1.4 SITE ALLOCATION S & C	LONE TREE ELEMENTARY	\$1,500.00
2401330	DELL MARKETING LP	PRINTER SP# 1.16	ESSER III	AUSD TECHNOLOGY	\$1,820.82
2401331	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$272.70
2401332	ASHWORTH, JAMILIA	ATTN A/P: REIMBRSMNT - STUDENT INCENTIVES SP#2.6A	OPERATING EXPENSES	ANTIOCH MIDDLE SCHOOL	\$352.19
2401333	CAS INSPECTIONS, INC	ATTN AP: JLE PROJECT INSPECTOR	AUSD MAINTENANCE	AUSD MAINTENANCE	\$5,000.00
2401334	CITY OF ANTIOCH RECREATION DIV	ATTN: AP - INVOICE ATTACHED	MIDDLE SCHOOL SPORTS	ED SERVICES	\$390.00
2401335	AGUILAR, ROSE	ATTN A/P: REIMBURSE WELLNESS ROOM SUPPLIES	ESSER III	FREMONT ELEMENTARY	\$32.76
2401336	SERVICE PROS PLUMBERS, INC.	ATTN AP: DRMS REMOVE/REPLACE VALVE	AUSD MAINTENANCE	AUSD MAINTENANCE	\$15,372.00
2401337	SERVICE PROS PLUMBERS, INC.	ATTN AP: JLE LEAK REPAIR	AUSD MAINTENANCE	AUSD MAINTENANCE	\$18,300.00
2401338	MARTINEZ, ADELITA	ATTN AP: ADELITA MARTINEZ REIMBURSEMENT SP#2.3	IASA-TITLE 1 BASIC GRANT LOW	LONE TREE ELEMENTARY	\$19.50
2401339	SILMAN, JONNIE	ATTN AP: JONNIE SILMAN REIMBURSEMENT SP#2.8	LCAP 1.4 SITE ALLOCATION S & C	LONE TREE ELEMENTARY	\$210.34
2401340	MOSQUEDA, REBECA	ATTN A/P: PARENT TRANSPORTATION	SPECIAL EDUCATION	AUSD SPECIAL ED	\$106.11
2401341	MIRACLE PLAYSYSTEMS INC	DVE INSPECTOR FOR NEW SLIDE	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,350.00
2401342	ARLIE WALKER & SONS PAINTING,	SSB INTERIOR PAINTING PHASE 1	AUSD CENTRAL FUNDING	AUSD MAINTENANCE	\$10,061.12

2401343	TREETOP PRODUCTS INC	FURNITURE - S.P. 1.3	OPERATING EXPENSES	ORCHARD PARK SCHOOL	\$5,575.41
2401345	DELL MARKETING LP	PRINTERS SP# 4.1	LCAP 1.4 SITE ALLOCATION S & C	AUSD TECHNOLOGY	\$12,287.69
2401346	DELL MARKETING LP	SP# 4.1 DOCUMENT CAMERA	LCAP 1.4 SITE ALLOCATION S & C	AUSD TECHNOLOGY	\$3,200.42
2401347	DELL MARKETING LP	SP# 4.1 TONER	LCAP 1.4 SITE ALLOCATION S & C	AUSD TECHNOLOGY	\$1,682.98
2401348	PRECIADO, MAYRA	SP 2.2 ATTN A/P: REIMBURSE INCENTIVES	LCAP 1.4 SITE ALLOCATION S & C	FREMONT ELEMENTARY	\$638.77
2401349	ALAMEDA/CONTRA COSTA WRESTLING	ATTN A/P: WRESTLING OFFICIALS SPSA 2.1	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$1,205.00
2401350	STATEWIDE EDUCATION WRAP UP PR	ATTN AP: SEWUP INSURANCE - JLE PROJECT	STATE LOTTERY	AUSD MAINTENANCE	\$637.00
2401351	TOTALENERGIES DISTRIBUTED GENE	ATTN AP: LTE SOLAR M & O SERVICE FEE	SOLAR ENERGY SAVINGS	AUSD MAINTENANCE	\$5,966.00
2401352	TOTALENERGIES DISTRIBUTED GENE	ATTN AP: JLE SOLAR ANNUAL FEE	SOLAR ENERGY SAVINGS	AUSD MAINTENANCE	\$5,842.00
2401353	THERATHRIVE	ATTN A/P: STUDENT SERVICES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,068.00
2401354	DEMSEY FILLIGER & ASSOCIATES	ATTN A/P: ACTUARIAL REPORT & GASB 75	OPERATING EXPENSES	BUSINESS SERVICES	\$750.00
2401355	DELUXE SMALL BUSINESS SALES, I	SPSA 4.1 - REPORT CARD PAPER	LCAP 1.4 SITE ALLOCATION S & C	DEER VALLEY HIGH SCHOOL	\$976.65
2401356	UPLINK CABLING	CAMERA CABLING	COPS SCHOOL VIOLENCE PREV PRGM	AUSD TECHNOLOGY	\$18,996.64
2401357	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$18,971.04
2401358	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$18,650.46
2401359	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$15,890.97
2401360	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$23,827.10
2401361	UPLINK CABLING	CABLING	ESSER III	AUSD TECHNOLOGY	\$19,037.08
2401363	VICTOR TREATMENT CENTER, INC.	OPEN PO 2023-24 NPS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$18,564.00
2401364	CDW GOVERNMENT INC	CAMERAS	COPS SCHOOL VIOLENCE PREV PRGM	AUSD TECHNOLOGY	\$30,960.79
2401365	CORE EDUCATION ACADEMY	ATTN AP: STUDENT SERVICES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$500.00
2401366	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	LIVE OAK HIGH SCHOOL	\$288.75
2401367	COULTER VENTURES LLC	SP 1.2 PE SUPPLIES	LCAP 1.4 SITE ALLOCATION S & C	DOZIER-LIBBEY HIGH SCHOOL	\$1,455.05
2401368	DELL MARKETING LP	PRINTER AND TONER	OPERATING EXPENSES	AUSD TECHNOLOGY	\$1,584.24
2401369	ORIENTAL TRADING CO INC	SP 2.1 - STUDENT REWARDS AND INCENTIVES	LCAP 1.4 SITE ALLOCATION S & C	DIABLO VISTA ELEMENTARY	\$2,228.96
2401370	SIERRA LINES, INC	ATTN A/P: TRANSPORTATION FOOTBALL	NON-SPED TRANSPORTATION	DEER VALLEY HIGH SCHOOL	\$1,456.00
2401371	VIP GOLF CART SERVICE	SP# 2.5 ATTN A/P: SITE SAFETY GOLF CART COVER	OPERATING EXPENSES	ANTIOCH HIGH SCHOOL	\$296.33
2401372	HENRY SCHEIN INC	SP#4.1- ICE PACKS	LCAP 1.4 SITE ALLOCATION S & C	DALLAS RANCH MIDDLE SCHOOL	\$81.48
2401373	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$5.20
2401374	US BANK	CALCARD 11/22/23 MIA CANCIO	OPERATING EXPENSES	BUSINESS SERVICES	\$161.63
2401375	WOODWIND & BRASSWIND INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$80.12
2401376	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	DIABLO VISTA ELEMENTARY	\$1,925.02
2401377	VARSITY BRANDS HOLDING CO INC	ATTN: A/P BSN INVOICE	ESSER III	ED SERVICES	\$1,538.56
2401378	CFS FIRE PROTECTION	ATTN AP: KIM 5 YEAR SPRINKLER INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,595.00
2401379	CFS FIRE PROTECTION	ATTN AP: AMS 5 YEAR SPRINKLER INSPECTION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,690.00
2401380	MINGA SOLUTIONS, INC	ATTN A/P: MINGA SOLUTIONS SOFTWARE SPSA 2.4	OPERATING EXPENSES	ANTIOCH HIGH SCHOOL	\$7,500.00
2401381	VOYAGER SOPRIS LEARNING, INC	CLASSROOM MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,190.32
2401382	LAW OFFICES OF SHEILA BAYNE, I	ATTN A/P: ATTORNEY FEES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$12,000.00
2401383	AUSD WAREHOUSE	XEROGRAPHIC PAPER	OPERATING EXPENSES	ANTIOCH HIGH SCHOOL	\$1,925.02
2401384	DELL MARKETING LP	TONER	TRANSPO SPECIAL ED (LCFF)	AUSD TECHNOLOGY	\$224.08
2401385	NCS PEARSON INC	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$314.11
2401386	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	LONDON ELEMENTARY	\$721.88
2401387	AUSD WAREHOUSE	XEROGRAPHIC PAPER	OPERATING EXPENSES	Certificated HR	\$48.13
2401388	AUSD WAREHOUSE	XEROGRAPHIC PAPER	LCAP 1.4 SITE ALLOCATION S & C	ORCHARD PARK SCHOOL	\$1,966.32
2401389	STEVE WEISS MUSIC INC	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$49.92
2401390	ENTERPRISE HOLDINGS	SP# 3.1 ATTN AP: ENTERPRISE RENTAL FOR PROSPECTS	LCAP 1.4 SITE ALLOCATION S & C	ED SERVICES	\$153.66
2401391	MOBILE MINI, INC.	FREMONT SIERRA STORAGE CONTAINER	SB50 MITIGATION	AUSD MAINTENANCE	\$5,953.61
2401393	ALAMEDA/CONTRA COSTA WRESTLING	SP# 2.1 ATTN A/P: WRESTLING OFFICIALS	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$1,595.00
2401394	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY MATERIALS	LCAP 4.3 SCHOOL MEDIA CENTERS	BLACK DIAMOND MIDDLE SCHOOL	\$997.80
2401395	ALTA FENCE CO	FREMONT SIERRA FENCE INSTALLATION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$11,184.00
2401396	VIRTUAL ENTERPRISES INTERNATIO	ATTN AP/ 2024 WESTERN REGION/CA CONF. & EXHB	CPA BUSINESS TECH ACADEMY	DEER VALLEY HIGH SCHOOL	\$1,175.00
2401397	CONTRA COSTA ATHLETIC ASSIGNOR	ATTN A/P: SOCCER & BASKETBALL OFFICIALS	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$8,928.00
2401398	TSADIK LAW	ATTN AP: LEGAL FEES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$11,000.00
2401399	TSADIK LAW	ATTN A/P: ATTORNEY FEES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$9,750.00
2401400	TSADIK LAW	ATTN A/P: ATTORNEY FEES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$9,750.00

2401402	DANIEL W HUGHEY	ATTN A/P: INVOICE FOR MS REFEREES	ELO PROGRAM	ED SERVICES	\$2,427.00
2401404	STEWARTS TREE SERVICE INC	BDMS PRUNE TREES FROM FENCE LINE	OPERATING EXPENSES	AUSD MAINTENANCE	\$4,225.00
2401405	STEWARTS TREE SERVICE INC	DLMHS TREE REMOVAL	OPERATING EXPENSES	AUSD MAINTENANCE	\$14,600.00
2401406	QUEZADA, GLORIA	SP# 2.4 STUDENT AWARDS FOR HOUSE COMP	OPERATING EXPENSES	PARK MIDDLE SCHOOL	\$263.15
2401407	TOSHIBA AMERICA BUSINESS SOLUT	SP# 1.3 ATTN A/P: RISO OVERAGE	OPERATING EXPENSES	PARK MIDDLE SCHOOL	\$97.30
2401408	HARRIS COACHING & CONSULTING	TRANSFORMATIONAL LEADERSHIP ACCELERATOR SESSIONS	ESSER III	Certificated HR	\$28,000.00
2401409	INT'L DATA EVAL CENTER	DATA ENTRY FEE - SITE 560 - ANTIOCH USD	EDUCATOR EFFECTIVENESS	ED SERVICES	\$1,510.00
2401410	SOLIS, WINNIFRED	IOR DVHS FIELD STADIUM PROJECT - OCT	DVHS STADIUM TURF PROJECT	AUSD MAINTENANCE	\$10,000.00
2401411	DELL MARKETING LP	TONER SP# 4.1	LCAP 1.4 SITE ALLOCATION S & C	AUSD TECHNOLOGY	\$620.43
2401412	DIGIOVANNI, EMILY CHRISTINA	ATTN AP: STUDENT SERVICES	SPECIAL EDUCATION	AUSD SPECIAL ED	\$5,100.01
2401413	APPLE COMPUTER INC	IPAD	SPECIAL EDUCATION	AUSD TECHNOLOGY	\$6,726.41
2401414	LINDAMOOD-BELL LEARNING PROCES	ATTN AP: STUDENT SERVICES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$4,941.90
2401415	MOSQUEDA, REBECA	ATTN AP: PARENT TRANSPORTATION REIMBURSEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$131.13
2401416	SWITZER, SHIRA	SP# 2.2 ATTN A/P: REIMBURSEMENT FOR - SWH WEEK	LCAP 1.4 SITE ALLOCATION S & C	ANTIOCH HIGH SCHOOL	\$392.98
2401417	OLFF, KIEL	ATTN: A/P REIMBURSEMENT	PERKINS CAREER &TECH EDUCATION	ED SERVICES	\$477.77
2401418	ENTERPRISE HOLDINGS	ATTN A/P: ENTERPRISE RENTAL: CTE	PERKINS CAREER &TECH EDUCATION	ED SERVICES	\$118.41
2401419	ENTERPRISE HOLDINGS	ATTN A/P: ENTERPRISE RENTAL FOR CTE CONF.	PERKINS CAREER &TECH EDUCATION	ED SERVICES	\$216.31
2401420	BEL AIR MECHANICAL AIR CONDITI	SUTTER KITCHEN INSTALL AIR UNIT	AUSD MAINTENANCE	AUSD MAINTENANCE	\$29,240.00
2401421	ALTA FENCE CO	DVE GATE REMOVE/REPLACE	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$7,109.00
2401422	ATHLETICS INVESTMENT GROUP, LL	EDUCATION GAME DAY TICKETS - DVHS	CPA BUSINESS TECH ACADEMY	ED SERVICES	\$2,400.00
2401423	LINDSAY WILDLIFE EXPERIENCE	LINDSAY WILDLIFE EXPERIENCE	LCAP 1.4 SITE ALLOCATION S & C	ENCORE HOME SCHOOL	\$550.00
2401424	CONTRA COSTA ATHLETIC ASSIGNOR	SP# 2.8 ATTN A/P: BASKETBALL OFFICIALS	HIGH SCHOOL SPORTS MATERIALS	ANTIOCH HIGH SCHOOL	\$8,620.00
2401425	CONTRA COSTA ATHLETIC ASSIGNOR	SP# 2.8 ATTN A/P: SOCCER OFFICIALS	HIGH SCHOOL SPORTS MATERIALS	ANTIOCH HIGH SCHOOL	\$7,073.00
2401427	SOLIS, WINNIFRED	IOR - DVHS STADIUM PROJECT-NOV	DVHS STADIUM TURF PROJECT	AUSD MAINTENANCE	\$10,000.00
2401428	APPLE COMPUTER INC	IPAD	PERKINS CAREER &TECH EDUCATION	AUSD TECHNOLOGY	\$3,074.43
2401429	DELL MARKETING LP	PRINTER	PERKINS CAREER &TECH EDUCATION	AUSD TECHNOLOGY	\$1,820.82
2401430	DELL MARKETING LP	PRINTERS SP# 4.1	LCAP 1.4 SITE ALLOCATION S & C and SPECIAL EDUCATION	AUSD TECHNOLOGY	\$1,755.38
2401431	SIERRA LINES, INC	FIELD TRIP TRANSPORTATION - DVHS MOCK TRIALS	SB70 CALIFORNIA PRTNShp ACA	ED SERVICES	\$2,472.00
2401432	STEWART-MOLANDER APPLIANCE	OVENS FOR CULINARY PROGRAM AT DVHS	PERKINS CAREER &TECH EDUCATION	ED SERVICES	\$13,748.73
2401433	CALIPRINTS, LLC	SP# 2.7 ATTN: A/P MUSIC SHIRTS	LCAP 1.4 SITE ALLOCATION S & C	BLACK DIAMOND MIDDLE SCHOOL	\$333.09
2401434	APPLE COMPUTER INC	SP# 4.2 IPAD	K12 STRONG WORKFORCE PROGRAM	AUSD TECHNOLOGY	\$473.67
2401435	APPLE COMPUTER INC	APPS & BOOKS CREDIT	SPECIAL EDUCATION	AUSD TECHNOLOGY	\$5,000.00
2401436	HENRY SCHEIN INC	SP# 2.7 CLASSROOM MATERIALS	LCAP 1.4 SITE ALLOCATION S & C	BLACK DIAMOND MIDDLE SCHOOL	\$101.85
2401437	PRINTPRO	ATTN A/P: AUSD PRINCIPALS LETTER PKG - 13 VERSIONS	AUSD CENTRAL FUNDING	BUSINESS SERVICES	\$29,176.89
2401438	CDW GOVERNMENT INC	TRAINING	OPERATING EXPENSES	AUSD TECHNOLOGY	\$2,392.00
2401439	KEENAN AND ASSOCIATES	ATTN A/P: PROPERTY & LIABILITY CLAIMS	INSURANCE REIMBURSEMENTS	BUSINESS SERVICES	\$7,648.20
2401440	LAKE SHORE EQUIPMENT COMPANY	CLASSROOM SUPPLIES	ESEA TITLE III	ED SERVICES	\$1,171.43
2401441	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$721.84
2401442	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$367.63
2401443	BEGG, KAREN	ATTN A/P: HEADPHONES FOR CLASSROOM SP# 4.1	IASA-TITLE 1 BASIC GRANT LOW	BELSHAW ELEMENTARY	\$820.50
2401444	CALIF STATE DEPT OF EDUCATION	ATTN A/P: 2023-24 Q1 FEDERAL INTEREST	AUSD MAINTENANCE	BUSINESS SERVICES	\$48,373.45
2401445	SIERRA LINES, INC	ATTN A/P: FOOTBALL TRANSPORTATION	NON-SPED TRANSPORTATION	DEER VALLEY HIGH SCHOOL	\$1,250.00
2401446	WILKINS, BLAIR	SP# 2.6 ATTN A/P: REIMBURSE CELEBRATION SUPPLIES	OPERATING EXPENSES	MARSH ELEMENTARY	\$101.91
2401447	WILKINS, BLAIR	SP# 2.1 ATTN A/P: REIMBURSE ATTENDANCE CELEBRATION	IASA-TITLE 1 BASIC GRANT LOW and OPERATING EXPENSES	MARSH ELEMENTARY	\$423.32
2401448	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY BOOKS	CLASSROOM DONATIONS	ORCHARD PARK SCHOOL	\$2,128.73
2401449	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY BOOKS	LCAP 4.3 SCHOOL MEDIA CENTERS	ORCHARD PARK SCHOOL	\$1,055.84
2401450	SCHOOL SPECIALTY, LLC	SP 2.1 - PE EQUIPMENT	LCAP 1.4 SITE ALLOCATION S & C	DIABLO VISTA ELEMENTARY	\$1,500.54
2401451	AMAZON CAPITAL SERVICES, INC.	SP# 1.1.2 AMAZON SPED PRINTER TONER; 0787/4300	LCAP 1.4 SITE ALLOCATION S & C	LONDON ELEMENTARY	\$566.53
2401452	AMAZON CAPITAL SERVICES, INC.	OPEN PO 2023-24 OFFICE SUPPLIES	OPERATING EXPENSES	AUSD TECHNOLOGY	\$500.00
2401453	ADAPTIVE SPECIALTIES	STUDENT EQUIPMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$340.20
2401454	BAY VALLEY ATHLETIC LEAGUE	SP# 2.1 ATTN A/P: BVAL NCS FEES	HIGH SCHOOL SPORTS MATERIALS	DEER VALLEY HIGH SCHOOL	\$480.00
2401455	DELL MARKETING LP	SP# 4.1 IPAD CARTS	IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$2,381.52
2401456	DELL MARKETING LP	MONITOR	OPERATING EXPENSES	AUSD TECHNOLOGY	\$276.29
2401457	HAMMONS SUPPLY CO	SP#4.1 FEMININE SANITARY NAPKINS	LCAP 1.4 SITE ALLOCATION S & C	DALLAS RANCH MIDDLE SCHOOL	\$201.22
2401458	HENRY SCHEIN INC	FIRST AID SUPPLIES SP #1.3	LCAP 1.4 SITE ALLOCATION S & C	JOHN MUIR ELEMENTARY	\$229.23

2401459	HENRY SCHEIN INC	STUDENT FIRST AID SUPPLIES 4.1	LCAP 1.4 SITE ALLOCATION S & C	DEER VALLEY HIGH SCHOOL	\$235.87
2401460	ORIENTAL TRADING CO INC	SP# 2.1 - KINDNESS MONTH SUPPLIES	LCAP 1.4 SITE ALLOCATION S & C	DIABLO VISTA ELEMENTARY	\$511.71
2401461	ORIENTAL TRADING CO INC	SP# 2.2 CLASSROOM SUPPLIES	LCAP 1.4 SITE ALLOCATION S & C	FREMONT ELEMENTARY	\$175.49
2401462	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$249.00
2401463	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$846.07
2401464	PEARSON EDUCATION, INC.	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$229.64
2401465	POSITIVE PROMOTIONS INC	SP# 2.1 - KINDNESS MONTH SUPPLIES	LCAP 1.4 SITE ALLOCATION S & C	DIABLO VISTA ELEMENTARY	\$2,135.88
2401466	PRO-ED INC	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$352.07
2401467	TOSHIBA AMERICA BUSINESS SOLUT	SP#1.3.3 RISOGRAH SUPPLIES	IASA-TITLE 1 BASIC GRANT LOW	TURNER ELEMENTARY	\$465.34
2401468	KIWANIS CLUB OF THE DELTA-ANTI	ATTN: A/P HOLIDAY RUN INVOICE	ELO PROGRAM	ED SERVICES	\$5,280.00
2401469	APPLE COMPUTER INC	IPAD SP# 4.1	IASA-TITLE 1 BASIC GRANT LOW	AUSD TECHNOLOGY	\$27,672.76
2401470	MICHAEL'S TRANSPORTATION SVCS	ATTN A/P: TRANSPORTATION GIRLS BASKETBALL	NON-SPED TRANSPORTATION	DEER VALLEY HIGH SCHOOL	\$5,370.00
2401471	FUN AND FUNCTION LLC	CLASSROOM SUPPLIES	SPECIAL EDUCATION	AUSD SPECIAL ED	\$3,168.22
2401472	DRIVESAVERS, INC	DATA RECOVERY	OPERATING EXPENSES	AUSD TECHNOLOGY	\$3,100.00
2401474	DIGIOVANNI, EMILY CHRISTINA	ATTN AP: EDUCATIONAL SERVICES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$4,333.34
2401475	BIG TEX TRAILER WORLD, INC	NEW TRAILER FOR GROUNDS	ART MUSIC INSTR MATERIALS BG	AUSD MAINTENANCE	\$5,984.88
2401476	ARROWHEAD TOWING & RECOVERY	ATTN AP: JLE CONTAINER DELIVERY SERVICE	AUSD CENTRAL FUNDING	AUSD MAINTENANCE	\$793.58
2401477	ARROWHEAD TOWING & RECOVERY	ATTN AP: TURNER CONTAINER DELIVERY	AUSD CENTRAL FUNDING	AUSD MAINTENANCE	\$1,405.86
2401478	AUSD WAREHOUSE	XEROGRAPHIC PAPER	CHILD NUTRITION-SCHOOL PROGRAM	AUSD NUTRITION SERVICES	\$240.63
2401480	AUSD WAREHOUSE	XEROGRAPHIC PAPER	OPERATING EXPENSES	SSB	\$96.25
2401481	LHP MUSIC, INC.	MUSIC SUPPLIES AND INSTRUMENTS LCAP 2.3	LCAP 2.3 VAPA	ED SERVICES	\$151.46
2401482	AERIES SOFTWARE INC	SP# 1.7 ATTN A/P: AERIES TRAINING	LCAP 1.4 SITE ALLOCATION S & C	DALLAS RANCH MIDDLE SCHOOL	\$200.00
2401483	WILLIAMS, LATANYA	SP# 2.3 ATTN A/P: REIM LATANYA WILLIAMS	LCAP 1.4 SITE ALLOCATION S & C	BIDWELL HIGH SCHOOL	\$224.91
2401484	AUSD WAREHOUSE	XEROGRAPHIC PAPER AND ENVELOPES	SPECIAL EDUCATION	AUSD SPECIAL ED	\$129.54
2401485	WILKINS, BLAIR	SP# 2.1 ATTN A/P: REIMBURSE ATTENDANCE CELEBRATION	IASA-TITLE 1 BASIC GRANT LOW	MARSH ELEMENTARY	\$318.00
2401486	VARSITY BRANDS HOLDING CO INC	ATTN: A/P BSN SPORTS INVOICE	ESSER III	ED SERVICES	\$2,990.04
2401487	FERNANDEZ, AMY	SP# 2.10; SP# 2.13: ATTN A/P SUPPLIES	ESSA-ESSA SCHOOL IMPRVMENT CSI and IASA-TITLE 1 BASIC GRANT LOW	PARK MIDDLE SCHOOL	\$585.32
2401488	CONTRA COSTA ATHLETIC ASSIGNOR	ATTN: A/P INVOICE FOR MS BASKETBALL REFEREES	MIDDLE SCHOOL SPORTS	ED SERVICES	\$3,080.00
2401489	MARTINEZ, ADELITA	SP#2.3 ATTN AP: ADELITA MARTINEZ	IASA-TITLE 1 BASIC GRANT LOW	LONE TREE ELEMENTARY	\$116.30
2401490	BROWN, TAMARA	SP# 2.1 ATTN A/P: REIMBURSE ATTENDANCE CELEBRATION	IASA-TITLE 1 BASIC GRANT LOW	MARSH ELEMENTARY	\$32.76
2401491	UNC TEACCH	SP# 2.1 ATTN A/P: VIRTUAL CONF- MOLANO/ANDERSEN	IASA-TITLE 1 BASIC GRANT LOW	BELSHAW ELEMENTARY	\$1,080.00
2401492	RENAISSANCE LEARNING INC	ATTN: AP - SOFTWARE SUBSCRIPTION FOR HOLY ROSARY	IASA-TITLE 1 BASIC GRANT LOW	ED SERVICES	\$836.00
2401493	SOLIS, RAUL	ATTN AP: ED SERVICES PER LEGAL AGREEMENT	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,155.00
2401494	DIGIOVANNI, EMILY CHRISTINA	ATTN A/P: MILEAGE REIMBURSEMENT PER LEGAL AGREEMEN	SPECIAL EDUCATION	AUSD SPECIAL ED	\$1,086.78
2401500	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY BOOKS FROM RHINEBECK FAMILY TRUST	CLASSROOM DONATIONS	CARMEN DRAGON ELEMENTARY	\$1,144.62
2401501	ACADEMIC THERAPY PUBLISHING	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$241.45
2401502	AMS.NET INC	NETWORK FOR STADIUM	DVHS STADIUM TURF PROJECT	AUSD TECHNOLOGY	\$40,773.23
2401503	CDW GOVERNMENT INC	UPS BATTERY PACK	ESSER III	AUSD TECHNOLOGY	\$30,098.94
2401504	DELL MARKETING LP	SP# 1.1.7 DOCK	OPERATING EXPENSES	AUSD TECHNOLOGY	\$212.02
2401505	DOCUMENT TRACKING SERVICES	TRANSLATION SERVICES	LCAP 1.15 FUND/PRGRM MONITOR	ED SERVICES	\$3,750.00
2401506	PRO-ED INC	PSYCH TESTING MATERIALS	SPECIAL EDUCATION	AUSD SPECIAL ED	\$658.63
2401507	TAYLOR & FRANCIS GROUP LLC	SP#2.2.2 ROUTLEDGE PROF. DEV. BOOKS; 0787/4300	LCAP 1.4 SITE ALLOCATION S & C	LONDON ELEMENTARY	\$1,696.95
2401508	FORM PLASTICS CO	ROLLER REPLACEMENT FOR LIDDING MACHINE	CHILD NUTRITION-SCHOOL PROGRAM	AUSD NUTRITION SERVICES	\$2,393.69
2401509	JON K TAKATA CORPORATION	BELSHAW STAFF BATHRROM RESTORATION	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$9,320.70
2401510	JON K TAKATA CORPORATION	BELSHAW BATHRROM RESTORATION REPAIR	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$11,791.05
2401511	AMAZON CAPITAL SERVICES, INC.	SP#2.2.3 AMAZON ALLEN QUIET CORNER; 3010/4300	IASA-TITLE 1 BASIC GRANT LOW	LONDON ELEMENTARY	\$146.34
2401512	AMAZON CAPITAL SERVICES, INC.	SP#1.1.8 INTERVENTION ITEMS FOR ALLEN; 3010/4300	IASA-TITLE 1 BASIC GRANT LOW	LONDON ELEMENTARY	\$170.51
2401513	AMAZON CAPITAL SERVICES, INC.	SP# 4.5A CLASSROOM SUPPLIES	ESSA-ESSA SCHOOL IMPRVMENT CSI	ANTIOCH MIDDLE SCHOOL	\$345.99
2401514	CONSTRUCTION WEST SERVICES, IN	DRMS - RECEPTION COUNTER DOORS	AUSD MAINTENANCE	AUSD MAINTENANCE	\$27,702.00
2401515	LAKESHORE EQUIPMENT COMPANY	SPED CEC AT AMS - CLASSROOM FURNITURE	SB50 MITIGATION	AUSD SPECIAL ED	\$40,215.64
2401516	AUSD WAREHOUSE	XEROGRAPHIC PAPER - PALLET	IASA-TITLE 1 BASIC GRANT LOW	SUTTER ELEMENTARY	\$1,925.02
2401518	WAYNE SWISHER CEMENT	BDMS SIDEWALK REPAIR	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$1,500.00
2401519	WAYNE SWISHER CEMENT	DRMS CONCRETE POUR BY BIKE RACK	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$9,252.00
2401520	WAYNE SWISHER CEMENT	FREMONT SIDEWALK REPLACEMENT	ONGOING&MAJOR MAINTENANCE	AUSD MAINTENANCE	\$6,025.00

Payroll Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: CCCOE SSRS Payroll Expenses by Employee

Fund	Restricted/ Unrestricted	Expense Type	Sum of Amount
GENERAL FUND	Unrestricted	Certificated Base Salary	5,334,622.99
		Certificated Substitute Pay	183,055.90
		Certificated Hourly Pay	43,540.18
		Certificated Pupil Support Base Salary	278,815.04
		Certificated Supervisors'/Administrators' Base Salary	865,040.28
		Certificated Supervisors'/Administrators' Substitute Pay	11,750.00
		Certificated Supervisors'/Administrators' Hourly Pay	2,000.00
		Classified Supervisors'/Administrators' Overtime Pay	504.20
		Certificated Supervisors'/Administrators' Other Pay	2,400.00
		Classified Instructional Base Salary	29,516.28
		Classified Instructional Substitute Pay	4,068.51
		Classified Instructional Hourly Pay	240.53
		Classified Support Base Salary	452,493.31
		Classified Support Substitute Pay	66,688.92
		Classified Support Hourly Pay	219,283.32
		Classified Support Overtime Pay	35,136.46
		Classified Supervisors'/Administrators' Base Salary	220,209.22
		Classified Supervisors'/Administrators' Other Pay	200.00
		Clerical, Technical and Office Staff Base Salary	778,033.91
		Clerical, Technical and Office Staff Substitute Pay	31,760.13
		Clerical, Technical and Office Staff Hourly Pay	8,425.42
		Clerical, Technical and Office Staff Overtime Pay	5,276.86
		Clerical, Technical and Office Staff Vacation Payout	20,837.98
		Classified Other Pay	3,700.00
		Retirement Costs	1,687,553.22
		FICA/Medicare	232,031.85
		Employee Benefits	1,257,882.86
		Unemployment Insurance	4,186.75
		Workers' Compensation	276,090.15
		OPEB	341,047.62
		Adjustment Account	1,935.26
	Unrestricted Total		12,398,327.15
	Restricted	Certificated Base Salary	1,574,940.16
		Certificated Substitute Pay	42,387.42
		Certificated Hourly Pay	68,261.56
		Certificated Other Pay	61,413.97
		Certificated Pupil Support Base Salary	366,304.71
		Certificated Pupil Support Hourly Pay	847.08
		Certificated Supervisors'/Administrators' Base Salary	140,347.34
		Certificated Supervisors'/Administrators' Other Pay	625.00
		Classified Instructional Base Salary	864,333.66
		Classified Instructional Substitute Pay	73,807.07
		Classified Instructional Hourly Pay	5,376.48
		Classified Instructional Vacation Payout	692.91
		Classified Support Base Salary	355,747.82
		Classified Support Substitute Pay	15,118.31
		Classified Support Hourly Pay	4,413.52
		Classified Support Overtime Pay	1,972.19
		Classified Supervisors'/Administrators' Base Salary	25,017.20
		Clerical, Technical and Office Staff Base Salary	80,188.50
		Clerical, Technical and Office Staff Substitute Pay	1,023.83
		Clerical, Technical and Office Staff Hourly Pay	3,126.67

Payroll Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: CCCOE SSRS Payroll Expenses by Employee

Fund	Restricted/ Unrestricted	Expense Type	Sum of Amount
		Clerical, Technical and Office Staff Overtime Pay	996.62
		Classified Other Pay	775.00
		Retirement Costs	761,313.86
		FICA/Medicare	145,635.56
		Employee Benefits	479,695.28
		Unemployment Insurance	1,793.35
		Workers' Compensation	117,914.53
		OPEB	68,545.89
	Restricted Total		5,262,615.49
GENERAL FUND Total			17,660,942.64
CAFETERIA FUND	Restricted	Classified Support Base Salary	232,343.03
		Classified Support Substitute Pay	28,039.71
		Classified Support Hourly Pay	42.99
		Classified Supervisors'/Administrators' Base Salary	81,501.37
		Classified Supervisors'/Administrators' Other Pay	50.00
		Clerical, Technical and Office Staff Base Salary	17,561.77
		Retirement Costs	81,704.00
		FICA/Medicare	25,781.20
		Employee Benefits	50,132.10
		Unemployment Insurance	175.59
		Workers' Compensation	11,411.00
		OPEB	9,640.96
CAFETERIA FUND Total			538,383.72
ADULT EDUCATION FUND	Restricted	Certificated Base Salary	27,459.15
		Certificated Hourly Pay	21,927.37
		Certificated Supervisors'/Administrators' Base Salary	6,770.20
		Certificated Supervisors'/Administrators' Other Pay	25.00
		Classified Instructional Substitute Pay	83.16
		Classified Support Base Salary	5,853.63
		Classified Support Substitute Pay	229.05
		Classified Support Hourly Pay	1,038.07
		Clerical, Technical and Office Staff Base Salary	13,002.81
		Clerical, Technical and Office Staff Substitute Pay	1,422.49
		Retirement Costs	13,751.61
		FICA/Medicare	2,649.39
		Employee Benefits	8,782.63
		Unemployment Insurance	37.82
		Workers' Compensation	2,511.43
		OPEB	1,160.03
ADULT EDUCATION FUND Total			106,703.84
Grand Total			18,306,030.20

Accounts Payable Batch Totals - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Fund Description	Fund	06024 Not Scheduled	36024 12/06/2023	56024 12/13/2023	76024 Not Scheduled	76624 12/27/2023	TOTAL
General Fund	01	-	523,060.45	2,321,342.51	-	-	2,844,402.96
Warrant/Pass Through Fund	05	-	-	-	-	-	-
Adult Education Fund	11	-	105.00	476.64	-	-	581.64
Cafeteria Fund	13	-	137,910.03	227,676.06	-	-	365,586.09
Deferred Maintenance Fund	14	-	38,672.00	627,339.75	-	-	666,011.75
Building Fund	21	-	-	-	-	-	-
Capital Facilities Fund	25	-	-	4,500.00	-	-	4,500.00
County Sch Facilities Fund	35	-	-	-	-	-	-
Special Res Fund Capital Outlay	40	-	256,846.89	29,711.50	-	-	286,558.39
Blended Projects (Cfd 94-1)	49	-	-	-	-	-	-
Debt Services Fund	56	-	-	-	-	-	-
Retire Benefit Fund	71	-	-	-	-	-	-
Foundation Trust Fund	73	-	-	-	-	-	-
TOTAL		-	956,594.37	3,211,046.46	-	-	4,167,640.83

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
000 - Balance Sheet	CHUNG, JEFFREY	295.00
000 - Balance Sheet Total		295.00
101 - Belshaw Elementary	AMAZON CAPITAL SERVICES, INC.	1,366.39
	BEGG, KAREN	21.92
	CDW GOVERNMENT INC	6,375.00
	COMMUNITY INITIATIVES	11,520.00
	GALLAGHER, AMANDA	210.00
	MICHAEL J WELDEN	757.27
	PACIFIC GAS & ELECTRIC CO	9,277.33
101 - Belshaw Elementary Total		29,527.91
103 - Diablo Vista Elementary	AMAZON CAPITAL SERVICES, INC.	748.04
	MICHAEL J WELDEN	757.27
	PACIFIC GAS & ELECTRIC CO	508.57
	TOSHIBA AMERICA BUSINESS SOLUTIONS	980.28
103 - Diablo Vista Elementary Total		2,994.16
104 - Fremont Elementary	AGUILAR, ROSE	32.76
	AMAZON CAPITAL SERVICES, INC.	991.62
	CDW GOVERNMENT INC	13,567.96
	MICHAEL J WELDEN	617.34
	MOBILE MINI, INC.	4,500.00
	PACIFIC GAS & ELECTRIC CO	3,138.11
	PRECIADO, MAYRA	638.77
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.14
104 - Fremont Elementary Total		23,976.70
105 - Grant Elementary	AMAZON CAPITAL SERVICES, INC.	2,013.85
	CDW GOVERNMENT INC	5,171.26
	MICHAEL J WELDEN	757.27
	MORONES, NOEL	59.62
	PACIFIC GAS & ELECTRIC CO	890.73
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.14
105 - Grant Elementary Total		9,382.87
106 - Kimball Elementary	AMAZON CAPITAL SERVICES, INC.	401.41
	CDW GOVERNMENT INC	181.09
	MICHAEL J WELDEN	757.27
	PACIFIC GAS & ELECTRIC CO	9,003.08
	PESMARK, DENISE	52.44
	STEINER, CHRISTIE	33.67
	STROOT, ALISON	60.50
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.14
106 - Kimball Elementary Total		10,979.60

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
107 - London Elementary	AMAZON CAPITAL SERVICES, INC.	462.24
	CAS INSPECTIONS, INC	5,000.00
	CONCORD GLASS	9,577.50
	GIANT CONSTRUCTION, LLC	606,231.91
	MICHAEL J WELDEN	938.36
	PACIFIC GAS & ELECTRIC CO	1,970.82
	SERVICE PROS PLUMBERS, INC.	18,300.00
	STATEWIDE EDUCATION WRAP UP PROGRAM	637.00
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.14
107 - London Elementary Total		643,607.97
108 - Marsh Elementary	AMAZON CAPITAL SERVICES, INC.	945.22
	AMERICAN TRASH MANAGEMENT	90.00
	BLAIR WILKINS	326.36
	DE LAGE LANDEN FINANCIAL SERVICES, INC	549.49
	EUDY, AMY	26.33
	MOBILE MINI, INC.	187.66
	PACIFIC GAS & ELECTRIC CO	40,387.23
108 - Marsh Elementary Total		42,512.29
109 - Mission Elementary	AMAZON CAPITAL SERVICES, INC.	508.98
	BRIDGE BUILDERS TO THE NEW GENERATION	4,895.00
	CALIFORNIA WEEKLY EXPLORER INC	1,455.98
	GRAHAM, KELLIE	882.04
	MICHAEL J WELDEN	938.36
	PACIFIC GAS & ELECTRIC CO	2,784.46
	R&S ERECTION OF CONCORD, INC	21,107.84
	VAN DYKE, CRYSTAL	109.89
109 - Mission Elementary Total		32,682.55
110 - Muir Elementary	AMAZON CAPITAL SERVICES, INC.	1,493.05
	CONCORD GLASS	20,134.00
	FLOSI MIKE	56.92
	PACIFIC GAS & ELECTRIC CO	784.81
	PEREZ, ALEJANDRA	42.45
	RALLS, ANTHONY	16.46
	ROMO, ANNDRIA	107.56
	SHIPLEY, ALLISON	28.30
110 - Muir Elementary Total		22,663.55
111 - Sutter Elementary	AMAZON CAPITAL SERVICES, INC.	799.17
	AMERICAN TRASH MANAGEMENT	90.00
	DE LAGE LANDEN FINANCIAL SERVICES, INC	271.29
	LABONTE, KIMBERLY	67.77

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	MORISON, REBECCA	104.71
	PACIFIC GAS & ELECTRIC CO	1,386.90
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.15
111 - Sutter Elementary Total		3,209.99
112 - Turner Elementary	AMAZON CAPITAL SERVICES, INC.	505.81
	EMIGH, JENNIFER	18.29
	MICHAEL J WELDEN	757.27
	PACIFIC GAS & ELECTRIC CO	8,124.69
	RENAISSANCE LEARNING INC	2,942.68
	STONE, JESSECA	187.50
	TOSHIBA AMERICA BUSINESS SOLUTIONS	0.00
112 - Turner Elementary Total		12,536.24
113 - Lone Tree Elementary	AMAZON CAPITAL SERVICES, INC.	374.26
	DELL MARKETING LP	1,758.91
	FORMATIVE LOOP, INC	1,638.00
	HENRY SCHEIN INC	23.50
	MARTINEZ, ADELITA	19.50
	MICHAEL J WELDEN	938.36
	PACIFIC GAS & ELECTRIC CO	859.18
	SILMAN, JONNIE	210.34
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.15
113 - Lone Tree Elementary Total		6,312.20
114 - Carmen Dragon Elementary	AMAZON CAPITAL SERVICES, INC.	525.01
	AMERICAN TRASH MANAGEMENT	90.00
	CDW GOVERNMENT INC	181.09
	KONICA MINOLTA BUSINESS SOLUTIONS USA INC	687.62
	MICHAEL J WELDEN	1,549.64
	PACIFIC GAS & ELECTRIC CO	553.89
	TOSHIBA AMERICA BUSINESS SOLUTIONS	1,470.45
114 - Carmen Dragon Elementary Total		5,057.70
115 - Orchard Park School	AMAZON CAPITAL SERVICES, INC.	2,098.00
	AMERICAN TRASH MANAGEMENT	90.00
	BENSON, MEGAN	172.81
	CDW GOVERNMENT INC	181.09
	DIABLO WATER DISTRICT	4,403.10
	PACIFIC GAS & ELECTRIC CO	94.40
	TOSHIBA AMERICA BUSINESS SOLUTIONS	-43.63
	WHOLESALE-CARABINERS.COM	472.00
115 - Orchard Park School Total		7,467.77
116 - Thomas Gaines Virtual Academy	AMAZON CAPITAL SERVICES, INC.	120.84

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	BAKER, CHERYL	55.72
	DE LAGE LANDEN FINANCIAL SERVICES, INC	234.79
116 - Thomas Gaines Virtual Academy Total		411.35
141 - Holy Rosary	SHI INTERNATIONAL CORP	41,233.36
141 - Holy Rosary Total		41,233.36
150 - Antioch Middle School	AMAZON CAPITAL SERVICES, INC.	965.66
	ASHWORTH, JAMILIA	352.19
	BRIDGE BUILDERS TO THE NEW GENERATION	7,590.00
	DE LAGE LANDEN FINANCIAL SERVICES, INC	236.54
	MICHAEL J WELDEN	617.34
	PACIFIC GAS & ELECTRIC CO	1,762.48
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.15
150 - Antioch Middle School Total		12,014.36
151 - Black Diamond Middle School	AMAZON CAPITAL SERVICES, INC.	1,288.02
	BAFFICO, EVELYN	32.76
	DAVIS, ERIC	105.84
	MICHAEL J WELDEN	938.36
	PACIFIC GAS & ELECTRIC CO	1,024.01
	TOSHIBA AMERICA BUSINESS SOLUTIONS	980.30
151 - Black Diamond Middle School Total		4,369.29
152 - Park Middle School	AMAZON CAPITAL SERVICES, INC.	1,061.31
	HENRY SCHEIN INC	3.03
	MICHAEL J WELDEN	1,207.25
	PACIFIC GAS & ELECTRIC CO	13,763.81
	QUEZADA, GLORIA	263.15
	TOSHIBA AMERICA BUSINESS SOLUTIONS	1,077.60
152 - Park Middle School Total		17,376.15
153 - Dallas Ranch Middle School	AMAZON CAPITAL SERVICES, INC.	1,866.89
	AMERICAN TRASH MANAGEMENT	90.00
	BRIDGE BUILDERS TO THE NEW GENERATION	5,940.00
	CHOSEN LIFE AFTERSCHOOL PROGRAM	2,000.00
	HELP EVERYONE REACH ONE, INC.	6,700.00
	NAPA VALLEY UNIFIED EDUCATIONAL FOUNDATION	1,350.00
	PACIFIC GAS & ELECTRIC CO	726.76
	REVOLVING CASH FUND	1,500.00
	SERVICE PROS PLUMBERS, INC.	15,372.00
	TOSHIBA AMERICA BUSINESS SOLUTIONS	980.30
	WILSON, VELMA	1,600.00
153 - Dallas Ranch Middle School Total		38,125.95

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
201 - Antioch High School	AMAZON CAPITAL SERVICES, INC.	4,544.77
	BRIDGE BUILDERS TO THE NEW GENERATION	3,080.00
	CLIPPS, KASHAUNA	49.58
	GALLEGOS, TRINE	180.74
	KLACKLE, CARA	82.00
	LOPEZ, ALISON	167.68
	MARSHALL, DARVISA	176.10
	MICHAEL J WELDEN	1,344.46
	MINGA SOLUTIONS, INC	7,500.00
	NERHOOD, MELITTA	139.52
	PACIFIC GAS & ELECTRIC CO	43,624.58
	PEREZ, STELLA	234.49
	SIERRA LINES, INC	2,730.00
	SWITZER, SHIRA	392.98
	VIP GOLF CART SERVICE	296.33
201 - Antioch High School Total		64,543.23
202 - Deer Valley High School	ALAMEDA/CONTRA COSTA WRESTLING OFFICIALS ASSN	2,800.00
	AMAZON CAPITAL SERVICES, INC.	256.99
	AWARDS UNLIMITED, INC	3,848.65
	BRIDGE BUILDERS TO THE NEW GENERATION	2,100.00
	CONTRA COSTA ATHLETIC ASSIGNORS, INC.	8,928.00
	FURIOSI, PAUL	1,040.58
	KONICA MINOLTA BUSINESS SOLUTIONS USA INC	210.34
	MICHAEL J WELDEN	1,234.74
	OLFF, KIEL	477.77
	PACIFIC GAS & ELECTRIC CO	87,656.50
	SIERRA LINES, INC	1,456.00
	STEWART-MOLANDER APPLIANCE	1,196.11
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.15
	VIRTUAL ENTERPRISES INTERNATIONAL INC	1,175.00
202 - Deer Valley High School Total		112,870.83
203 - Live Oak High School	PACIFIC GAS & ELECTRIC CO	8,388.98
203 - Live Oak High School Total		8,388.98
204 - Bidwell High School	AMAZON CAPITAL SERVICES, INC.	1,931.33
	AMERICAN TRASH MANAGEMENT	90.00
	CDW GOVERNMENT INC	181.09
	MICHAEL J WELDEN	1,196.27
	PACIFIC GAS & ELECTRIC CO	1,222.24
	VICKNAIR, NICOLE	80.15
204 - Bidwell High School Total		4,701.08
205 - Dozier-Libbey Medical High Sch	AMAZON CAPITAL SERVICES, INC.	434.63

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	AMERICAN TRASH MANAGEMENT	90.00
	CROSSLAND, NINA	39.15
	ENTERPRISE HOLDINGS	118.41
	MICHAEL'S TRANSPORTATION SVCS	991.00
	PACIFIC GAS & ELECTRIC CO	23.82
	TOSHIBA AMERICA BUSINESS SOLUTIONS	490.15
205 - Dozier-Libbey Medical High Sch Total		2,187.16
305 - Prospects High/Independent Stu	AMAZON CAPITAL SERVICES, INC.	484.66
	CDW GOVERNMENT INC	181.09
	ENTERPRISE HOLDINGS	140.01
	PACIFIC GAS & ELECTRIC CO	6,342.98
305 - Prospects High/Independent Stu Total		7,148.74
400 - GO Bond Issue	ROOFING & SOLAR CONSTRUCTION, INC.	256,846.89
400 - GO Bond Issue Total		256,846.89
401 - AUSD Central Accounts	AMS.NET INC	167,648.61
	ATKINSON ANDELSON	10,448.06
	BANC OF AMERICA LEASING	82,285.80
	DE LAGE LANDEN FINANCIAL SERVICES, INC	11,757.69
	PACIFIC GAS & ELECTRIC CO	6,663.85
	TOTALENERGIES DISTRIBUTED GENERATION USA, LLC	11,808.00
	TRAMUTOLA, LLC	10,548.47
	US POSTAL SERV NEOPOST POSTG	50,000.00
401 - AUSD Central Accounts Total		351,160.48
402 - Board Of Education	ROCHA, MARY	78.62
402 - Board Of Education Total		78.62
403 - Superintendent	GALLEGOS, TRINE	1,550.00
403 - Superintendent Total		1,550.00
404 - Business Services	ALL COUNTY FLOORING	33,483.36
	AMAZON CAPITAL SERVICES, INC.	335.87
	ARLIE WALKER & SONS PAINTING, INC.	10,061.12
	CONTRA COSTA CTY/OFFICE EDUCATION	160.00
	DEMSEY FILLIGER & ASSOCIATES	750.00
	HORRICK, CRYSTEN	114.64
	METEOR EDUCATION, LLC	173,121.45
	SHELP, KAREN	27.92
404 - Business Services Total		218,054.36
405 - Certificated Personnel	AMAZON CAPITAL SERVICES, INC.	161.12
	CALIF STATE OF	539.00

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	DIABLO LIVE SCAN	89.00
	HARRIS COACHING & CONSULTING	7,000.00
	KAISER PERMANENTE	759.00
	PEREZ, CELESTINA	26.20
	WELLS, CARRIE	187.96
405 - Certificated Personnel Total		8,762.28
406 - Personnel Commission	AMAZON CAPITAL SERVICES, INC.	44.72
	CALIF STATE OF	1,421.00
	DIABLO LIVE SCAN	120.00
406 - Personnel Commission Total		1,585.72
407 - Educational Services	ALHAMBRA	191.23
	AMAZON CAPITAL SERVICES, INC.	229.71
	BARNEY THROPE, CAROLYN	5,889.00
	BLAIR WILKINS	200.00
	CARVALHO, ANNABEL	96.78
	CONTRA COSTA CTY/OFFICE EDUCATION	600.00
	DANIEL W HUGHEY	2,427.00
	DELL MARKETING LP	60,929.13
	EDUCATION SOLUTIONS, LLC.	14,000.00
	ELITE TRANSLINGO LLC	2,040.00
	ENTERPRISE HOLDINGS	216.31
	GONZALEZ, TERESITA	945.83
	HILTON ANAHEIM	5,299.00
	JENNIFER MARINA LYNN WHALEY	16,000.00
	LAITURI, MINDY	227.78
	MARSHALL, DARVISA	161.80
	MONTGOMERY, KAI	114.70
	PHILLIPS, ESSENCE	225.96
	PLUMLEE, KRISTA	113.77
	REGENTS OF UNIVERSITY OF CALIF DAVIS	1,040.00
	SLATER, JOY	1,000.00
	STEINER, CHRISTIE	84.98
	STONE, JESSECA	167.96
	SWATZELL, ANNE	225.96
	VARSITY BRANDS HOLDING CO INC	1,538.56
	WILLIAMS, LATANYA	96.30
	WOODWIND & BRASSWIND INC	98.77
407 - Educational Services Total		114,160.53
408 - Student Support Services	KITAMURA, DEREK	128.44
	PROFESSIONAL TUTORS O/AMER INC	920.00
408 - Student Support Services Total		1,048.44

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
409 - Facilities	HKIT ARCHITECTS	8,557.50
	LEARNED AND ASSOCIATES	247.50
409 - Facilities Total		8,805.00
410 - Purchasing/Warehouse	ENTERPRISE FM TRUST	2,121.94
410 - Purchasing/Warehouse Total		2,121.94
411 - Maintenance	ACE HARDWARE	5,394.24
	AIR COLD SUPPLY #664	64.02
	ALL STAR RENTS	362.62
	ALTA FENCE CO	216.00
	CFS FIRE PROTECTION	3,285.00
	CINTAS CORPORATION NO. 2	21,557.60
	CONCORD GLASS	22,753.09
	CONSOLIDATED ELECTRICAL DISTRIBUTORS INC	4,855.34
	CONTRA COSTA COUNTY FIRE	632.00
	CONTRA COSTA WASTE SERVICE	692.58
	CREST/GOOD MFG	2,656.52
	DENAELECT ALARM INC	252.00
	DIRECT DIGITAL CONTROLS INC	2,445.00
	DREAM RIDE ELEVATOR	4,099.00
	ENTERPRISE FM TRUST	7,996.84
	GRAINGER	855.00
	GREEN DREAM INTERNATIONAL, LLC	4,982.65
	GUARDIAN SECURITY AGENCY INC	8,920.60
	KELLY-MOORE PAINT CO INC	394.01
	LOWES HOME IMPROVEMENT	3,534.65
	MASSONE MECHANICAL INC	4,016.31
	NUCO2 LLC	459.04
	PACIFIC GAS & ELECTRIC CO	6,799.61
	PITTSBURG WINSUPPLY	952.14
	RADWELL INTERNATIONAL, LLC	2,175.47
	REFRIGERATION SUPPLIES DISTR	572.41
	REXEL USA, INC	12,153.72
	RUSSELL SIGLER	356.42
	SERVICE PROS PLUMBERS, INC.	9,389.00
	STATE OF CALIFORNIA	125.00
411 - Maintenance Total		132,947.88
412 - Grounds	ACE HARDWARE	121.39
	CINTAS CORPORATION NO. 2	1,528.41
	ENTERPRISE FM TRUST	1,564.01
	LOWES HOME IMPROVEMENT	1,432.64
	SITEONE LANDSCAPE SUPPLY, LLC	5,845.92
	WATERSAVERS IRRIGATION	14,018.20

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
412 - Grounds Total		24,510.57
413 - Custodial	CINTAS CORPORATION NO. 2	4,585.23
	ENTERPRISE FM TRUST	869.08
	MCCAULEY AGRICULTURAL & PEST CONTROL	4,550.00
	PEPPER INVESTMENTS	270.00
413 - Custodial Total		10,274.31
414 - Bus Garage	A-Z BUS SALES INC	240.07
	BELKORP AG	648.31
	BILL BRANDT FORD	427.34
	CAPITOL CLUTCH & BRAKE INC	1,198.23
	CHALKS TRUCK PARTS, INC	1,044.25
	COAST FIRE EQUIPMENT, INC	1,369.25
	LIM AUTOMOTIVE SUPPLY, INC	297.58
	PACIFIC GAS & ELECTRIC CO	1,279.26
	PETERSON TRUCKS	1,134.39
	S P AUTOMOTIVE	576.01
414 - Bus Garage Total		8,214.69
415 - Transportation	AMAZON CAPITAL SERVICES, INC.	1,183.07
	BORJA TINA	65.34
	CINTAS CORPORATION NO. 2	10,507.82
	PARINGIT, CHRISTOPHER	152.07
	SEWARD MATTHEW	57.54
415 - Transportation Total		11,965.84
416 - Special Education	360 DEGREE CUSTOMER INC	17,010.00
	AMAZON CAPITAL SERVICES, INC.	4,257.30
	ASCEND REHAB SERVICE INC	132,972.00
	ATX LEARNING LLC	23,478.76
	BAKER, CHERYL	67.41
	BAY AREA EDUCATION INSTITUTE	9,826.75
	BUILDING CONNECTIONS BEHAVIORAL HEALTH, INC	46,520.00
	CABEZAS, DAVID	183.79
	CORE EDUCATION ACADEMY	500.00
	DAVIS, JULIANNE	204.58
	DIGIOVANNI, EMILY CHRISTINA	5,100.01
	DISCOVERY EDUCATION SPECIALISTS	12,030.00
	EDTHEORY LLC.	2,488.00
	EDWARDS, STEVENS & TUCKER, LLP	7,040.00
	ELITE TRANSLINGO LLC	3,010.00
	EMBRACE MENTAL HEALTH	849.50
	ENTERPRISE FM TRUST	418.65
	LAW OFFICES OF SHEILA BAYNE, INC.	12,000.00

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	LINDAMOOD-BELL LEARNING PROCESSES	4,941.90
	LOVE, SHARELL	145.00
	MAXIM HEALTHCARE SERVICES HOLDINGS, INC.	85,106.40
	MOSQUEDA, REBECA	237.24
	MUDGE CINDY	175.29
	NEW DIRECTION SOLUTIONS, LLC	11,507.20
	PIONEER HEALTHCARE SERVICES, LLC	8,145.00
	POINT QUEST EDUCATION CV, LLC	174,267.75
	PROFESSIONAL TUTORS O/AMER INC	1,710.00
	RO HEALTH, INC	28,721.28
	SENECA FAMILY OF AGENCIES	9,372.20
	SOUTH BAY HIGH SCHOOL, INC	43,526.48
	SPECTRUM CENTER, INC.	141,764.10
	SPEECH PATHOLOGY GROUP INC	630.00
	STAR VIEW BEHAVIORAL HEALTH, INC.	131,126.90
	STERLING ADAPTIVES, LLC	3,539.44
	SUMMA ACADEMY, LLC	8,870.50
	SUNBELT STAFFING, LLC	30,606.00
	SUPPORTED LIFE INSTITUTE - CTEC	283.50
	THE STEPPING STONES GROUP, LLC	32,465.50
	THERAPY TRAVELERS LLC	53,015.13
	THERATHRIVE	1,068.00
	THERIAULT, FRANCE	28.03
	TSADIK LAW	30,500.00
	VICTOR TREATMENT CENTER, INC.	14,802.00
	WELLSPRING ED SERV INC	59,483.50
	WONG, RENEE	34.46
416 - Special Education Total		1,154,029.55
417 - Nutrition Services	AG LINK	1,645.10
	AMAZON CAPITAL SERVICES, INC.	349.40
	BIMBO BAKERIES USA	6,736.89
	CINTAS CORPORATION NO. 2	1,391.29
	CRYSTAL CREAMERY	54,509.82
	DAYLIGHT FOODS INC	9,401.54
	EAST BAY RESTAURANT SUPPLY	8,379.16
	ENTERPRISE FM TRUST	1,416.72
	GOLD STAR FOODS	189,893.29
	IMPERIAL BAG & PAPER CO, LLC	19,495.42
	INDIVIDUAL FOODSERVICE	1,635.40
	MPI LABEL SYSTEMS	6,659.68
	PEPPER INVESTMENTS	1,420.00
	SEAL PACK	843.75
	SERVICE PROS PLUMBERS, INC.	2,009.50
	SYSCO SAN FRANCISCO, INC.	16,425.25

Accounts Payable Checks Summary - Month of December 2023

Antioch Unified School District

AUSD Fiscal Services - January 3, 2024

Source: A/P Cash Disbursements Journals

Site/Dept Charged	Vendor Name	Sum of Amount
	TEC EQUIPMENT, INC.	130,686.61
	THE DANIELSEN COMPANY, INC	51,748.06
417 - Nutrition Services Total		504,646.88
418 - Technology	APPTEGY, INC.	48,100.00
	CABLE WHOLESALE.COM	335.72
	CDW GOVERNMENT INC	136,857.44
	ENTERPRISE FM TRUST	2,713.90
	MULLEN JASON	549.64
	SOFTCHOICE CORPORATION	130.83
	VERIZON WIRELESS	726.96
418 - Technology Total		189,414.49
425 - Benefits Office	SASI	267.50
425 - Benefits Office Total		267.50
428 - Ed Svcs - Secondary & Adult Ed	LARSEN, BRENDA	36.24
428 - Ed Svcs - Secondary & Adult Ed Total		36.24
430 - Adult Education	AMAZON CAPITAL SERVICES, INC.	476.64
	HERNANDEZ, JOSE T	105.00
430 - Adult Education Total		581.64
Grand Total		4,167,640.83

ANTIOCH UNIFIED SCHOOL DISTRICT

Antioch, California

January 24, 2024

CERTIFICATED HUMAN RESOURCES REPORT 2023-24-9

NAME	SCHOOL /POSITION	STATUS	POSITION CONTROL NUMBER /FUNDING	EFFECTIVE DATE	REASON
<u>RESIGNATION/ RETIREMENT/ SEPARATION</u>					
Ade, Jules	DRMS/Science	Temporary	1408/GF	12/20/23	Temp Release
Manglicmot, Marichu	Dragon/2 nd	Permanent	3058/GF	12/31/23	Resignation
Naicker, Rajnesh	Vice Principal/AHS	Administrator	93/GF	12/14/23	Resignation
<u>APPROVE EMPLOYMENT</u>					
Calia, Kaylin	Dragon/K	Probationary 0	868/GF	1/8/24-6/30/24	Open Position
Dotson, Wendell	Sutter/Lone Tree/Music	Permanent	TBD/GF	1/22/24-6/30/24	39 Mo Rehire
Giang, Van	TGVA/PE	Probationary 1	3181/GF	1/22/24-6/30/24	Open Position
Ng, Amoreena	AHS/RS	Probationary 0	TBD/Spec Ed	1/29/24-6/30/24	Open Position

January 24, 2024

Classified Human Resources Report 2023-24-09

ACTION ITEMS

APPROVE EMPLOYMENT

<u>Name</u>	<u>PC# Class/Site/Hrs/Days</u>	<u>Salary Reason</u>	<u>Funding</u>	<u>Effective Date</u>
Burgoon, Megan	1552 SOAII/DRMS/8/201	29.38 Replacement	Gen	1/8/2024
Dillon, Clementine	3768 StuMon/AMS/2/180	17.33 Replacement	Gen	12/6/2023
Garcia Rodriguez, Anita	3923 CarCntrTech/DLMHS/4/201	26.62 New Position	LCAP	1/22/2024
Guzman, Maricela	3716 StuMon/PMS/1/180	20.99 Additional Position	Gen	1/10/2024
Leon, Misheba	1263 BusDrvr/Transp/7/180	31.64 Replacement	Transp	1/10/2024
Leon, Bibiana	3303 WellCntrPara/TUR/6/180	20.79 Replacement	ESSER	12/5/2023
Lopez, Yadira	3935 RegI/AMS/BDMS/8/215	25.33 New Position	LCAP	1/8/2024
Rose, Christina	3671 StuMon/BDMS/3/180	17.33 Replacement	Gen	12/11/2023
Watson, Jennifer	3936 RegI/DRMS/OPS/8/215	25.33 New Position	LCAP	1/8/2024

APPROVE PROMOTION

<u>Name</u>	<u>PC# From-Class/Site/Hrs/Days</u>	<u>PC# To-Class/Site/Hrs/Days</u>	<u>Funding</u>	<u>Effective Date</u>
Apodaca, Ruben	2381 Cust/DVE/8/12	330 HdCustI/DVE/8/12	Maint	12/1/2023
Atkinson, Henry	202 Cust/DRMS/8/12	1413 HdCustII/PMS/8/12	Maint	1/3/2024
Muika, Claudine	3498 IASN/MAR/6/180	3930 BehvrSuppSpec/BDMS/8/210	SpEd	1/16/2024

TRANSFER/INC/DEC/OTHER EMPLOYMENT/LOCATION

<u>Name</u>	<u>PC# From-Class/Site/Hrs/Days</u>	<u>PC# To-Class/Site/Hrs/Days</u>	<u>Funding</u>	<u>Effective Date</u>
Doan, Jacque	2493 SiteSftyAsst/AMS/4.5	2493 SiteSftyAsst/AMS/5.5/180	LCAP	12/1/2023
Douglas-Dodson, Tammy	3009 CarCntrTech/DVHS/4/201	3009 CarCntrTech/DVHS/8/201	LCAP	1/8/2024
Gonzales, Shelley	3015 CenEnrollTech/SSB/8/12	1778 SAAII/OPS/8/215	Gen	1/1/2024
King, Brenda	3910 AdminAsst/SpEd/8/12	3085 AdminAsst/SSB/8/12	LCAP	1/15/2024
Medrano, Milagro	149 SOAI-Bil/MAR/7/180	149 SOAI-Bil/MAR/8/180	LCAP	12/18/2023
Rivas, Elizabeth	2452 SOAI-Bil/LOHS/4.5/180	2452 SOAI-Bil/LOHS/8/180	LCAP	12/1/2023
Robinson, Calisha	821 CKPA/DVCK/6.5/180	37 NSAI/DVCK/3.5/180	NS	1/11/2024
Torres Garcia, Maria	3004 IASN/GRA/6/180	3929 IASN/GRA/6/180	SpEd	1/10/2024
Zarate, Yerenia	3018 CenEnrollTech/SSB/8/12	3934 RegI/PMS/8/15	LCAP	1/1/2024

ACCEPT SEPARATION/INFORMATION ITEM

<u>Name</u>	<u>PC# Class/Site/Hrs/Days</u>	<u>Reason</u>	<u>Funding</u>	<u>Effective Date</u>
Fairley, Crystal	3759 StuMon/DLMHS/2/180	Resignation	Gen	11/30/2023
Gardner, Laura	37 NSAI/DVCK/3.5/180	Resignation	NS	12/11/2023
Hartman, Shelly	750 SAAI/LON/8/210	Retirement	Gen	2/20/2024
Hunter, Rhonda	3256 HCA-LVN/DRMS/6/180	Resignation	SpEd	12/26/2023
Jackson, Delores	3680 StuMon/TUR/1/180	Resignation	Gen	12/11/2023
Johnson, Giovanna	3594 IASE/LTE/6/180	Resignation	SpEd	12/20/2023
Lucca, Briana	3652 RestPracFac/DVHS/8/201	Resignation	ESSER	12/20/2023
Manela, Leah	224 NSAI/AHS/2.75/180	Resignation	NS	12/29/2023
McGee, Sandra	940 SAAII/PRO/8/12	Retirement	Gen	1/19/2024
Sayyed, Meenaz	3733 StuMon/LON/2/180	Resignation	Gen	12/1/2023
Sotelo, Annelise	3721 RestPracFac/LOHS/BID/8/201	Resignation	ESSER	12/20/2023
2023-24-20974		Prob Release		12/8/2023
2023-24-16456		Failure to Return From Leave		12/7/2023
2023-24-16460		Failure to Return From Leave		12/13/2023



Leading Standards-Based Learning Workshop

Overview

Standards-based grading is more than tweaking an existing grading system. For leaders, it's their most transformational initiative and a revolution of existing curriculum, assessment, and reporting practices. School leaders will experience a thoughtful and practical implementation process for each element of an effective standards-based grading system—highlighting the potential pitfalls, opportunities, and challenges.

Learning Outcomes

- Review the rationale and process for prioritizing standards.
- Understand the what, why, and how of proficiency scale development.
- Learn how to create, refine, or be a consumer of quality classroom-based assessments.
- Explore ways to determine meaningful grades.
- Examine practical considerations for leading this transformational work in your school or district.

Learn from leading experts



Shelley Gies

Leading Standards-Based Learning Workshop

Agenda

Day 1

7:00–8:00—Registration and Breakfast

- Introductions and overview of the session
 - Session outcomes, logistics of training, introduction to the concept of standards-based learning.
- Structures for standard-based learning:
 - Prioritizing standards
 - Developing and using proficiency scales

Break

- Continue structures for standards-based learning: using proficiency scales

Lunch

- Next steps:
 - The importance of collaboration in a standards-based learning environment (connecting directly to the PLC process)

Break

- Guided strategic planning session
- Small group and team time

Day 2

7:00–8:00—Registration and Breakfast

- Review of session outcomes and logistics
- Communication strategies for standards-based learning

Break

- Grading and reporting processes and practices

Lunch

- Grading and reporting processes continued

Break

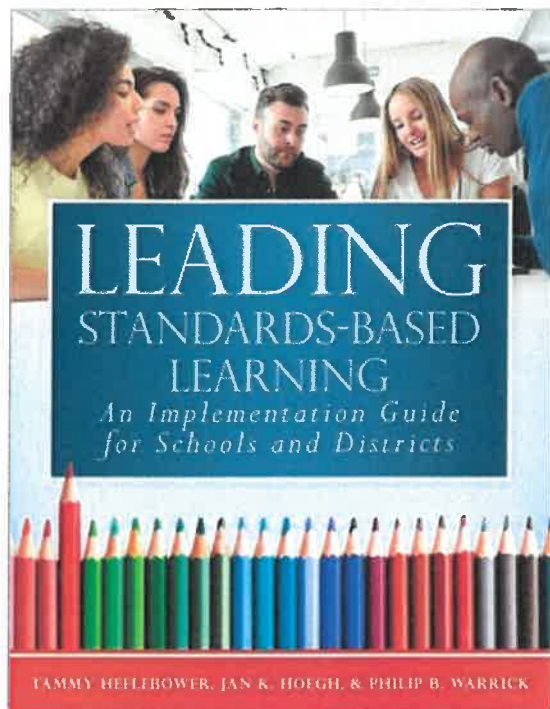
Leading Standards-Based Learning Workshop

Agenda

- Guided strategic planning session
- Small group and team time

Break and lunch times will be announced onsite. Agenda is subject to change.

Included with your registration



Leading Standards-Based Learning

Standards-based learning is a great step forward for schools, but it must be implemented correctly to ensure the best educational experience possible. In this comprehensive implementation guide, the authors outline a research-backed, five-phase plan for leading the transition to a standards-based grading system.

ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT

THIS AGREEMENT ("Agreement") is made between Antioch Unified School District, 510 G Street, Antioch, CA 94509, hereinafter referred to as the DISTRICT, and the following named service provider hereinafter referred to as VENDOR:

BUSINESS NAME: Lindsay Wildlife Experience

ADDRESS: 1931 First Street

MAILING ADDRESS: (if different than above)

CITY: Walnut Creek

STATE: CA

ZIP: 94597

PHONE: 925-627-2914

FAX:

FEDERAL TAX I.D.: 94-6104179

1. TERM AND TERMINATION

This Agreement is effective on **May 15, 2024** and terminates on **May 17, 2024** or upon completion of services, whichever occurs first. This Agreement may be terminated by DISTRICT upon thirty (30) days written notice to VENDOR or by mutual written consent of both parties.

Either party may terminate this Agreement due to a material breach of this Agreement by the other party if such material breach remains uncured for a period of thirty (30) days following receipt of written notice by the breaching party. However, this Agreement may not be terminated at the end of the thirty-day period if the failure stated in the notice cannot be corrected within the thirty-day period, and the breaching party has commenced cure and diligently pursues such cure until corrected.

VENDOR shall not undertake any work under this Agreement until this Agreement is reviewed and approved by the DISTRICT's Associate Superintendent of Business & Operations or his/her designee, and VENDOR is in receipt of a signed Agreement.

2. SUBCONTRACT OR ASSIGNMENT

Neither party shall assign, delegate or subcontract any part of this Agreement without the written consent of the other party.

3. INTERPRETATION

In the event of any conflict or inconsistency between VENDOR'S agreement or documents and this ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT, the ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT shall prevail and be the Master Agreement and supersedes all other agreements or contract language.

4. INDEPENDENT CONTRACTOR STATUS

In the performance of the services to be provided, VENDOR is an independent contractor with the authority to control and direct the performance of the details of the work, and this Agreement shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. VENDOR understands and agrees that it and all of its employees are not employees of the DISTRICT and are not entitled to benefits to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation, Workers' Compensation, vacation or sick pay.

ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT

5. TAX REPORTING/PAYMENT

VENDOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including, but not limited to, Unemployment Insurance, Social Security and Income Taxes with respect to VENDOR'S employees. The DISTRICT shall provide VENDOR an annual statement of compensation on the appropriate federal and state forms (1099).

6. REGULATIONS

VENDOR shall comply with all federal, state, and local laws, ordinances, regulations, permit requirements, and Board of Trustees policies and regulations in performance of this Agreement, including as set forth herein at Paragraph 7.

7. FINGERPRINTING AND CRIMINAL RECORDS CHECK

DISTRICT requires any VENDOR employee who may come into contact with students to be fingerprinted and be subject to a background check by the California Department of Justice ("DOJ") in accordance with Education Code §45125.1. All employees of VENDOR who may come into contact with students must be fingerprinted by DISTRICT's designated fingerprint provider, the identification and specifics of which shall be provided to VENDOR by the DISTRICT's Associate Superintendent of Business & Operations or his/her designee. VENDOR shall comply with the provisions of Education Code §45125.1 regarding the submission of fingerprints to the DOJ and the completion of criminal background investigations of the VENDOR and/or its employees and must provide written verification of fingerprint clearance from the DOJ to the DISTRICT's Board of Education. No employee of VENDOR is permitted to enter onto a DISTRICT site where he/she may come into contact with students until such employee has been subject to fingerprinting and background check by the DOJ and VENDOR has verified in writing that such employee(s) has not been convicted of a serious or violent felony, as defined in Education Code §45122.1, or sex offense, as defined in Education Code §45123, or DISTRICT has indicated on Page 2 of this Agreement that VENDOR is exempt from compliance. **All personnel employed by VENDOR who do not have fingerprint clearance must supervised by the VENDOR while on a school site and must be accompanied by a certificated employee of the DISTRICT at all times when in contact with students. VENDOR shall not permit employees to work on DISTRICT sites until they have been fingerprinted and completed a background check, unless the employee complies with the requirement to be supervised by VENDOR and accompanied by a DISTRICT certificated employee when in contract with students at all times while on DISTRICT sites. All VENDOR personnel must check in at school office prior to delivery of services and check out at school office when delivery of services is concluded.** DISTRICT retains authority to remove any VENDOR employee from DISTRICT site upon the determination that he/she has not complied with this fingerprinting and background check requirement, or has been convicted of a violent or serious felony, as defined in Education Code §45122.1. VENDOR must notify DISTRICT immediately if an employee who is working on DISTRICT site has left the employment of VENDOR. VENDOR must give DISTRICT three (3) days advance notice if it intends to substitute any employee on DISTRICT's site. VENDOR must notify the DISTRICT immediately if VENDOR learns that an employee working on a DISTRICT site has been convicted of a serious or violent felony, or sex offense. Failure to provide notice as required above may result in cancellation of this Agreement by DISTRICT and further legal action by the District where applicable.

Principal or Department Administrator's recommendation for approval of Agreement and by checking the box this VENDOR is exempt ☒ from fingerprinting and will be accompanied by a certificated employee at all times when in contact with students.

Principal or Department Administrator's recommendation for approval of Agreement and by checking the box this VENDOR is not exempt ☐ from fingerprinting and criminal records check for purpose of this Agreement.

Signature _____

Joe Hernandez

Date: 12/12/23

ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT

8. GOVERNING LAW

This Agreement shall be governed under the laws of the State of California. VENDOR hereby consents to the jurisdiction of the state or federal courts of Contra Costa County, California.

9. MISCELLANEOUS

This Agreement contains the entire agreement between DISTRICT and VENDOR and supersedes any and all prior discussions, understandings, and negotiations, whether oral or in writing. This Agreement may not be modified or amended unless in writing and signed by both parties.

10. INSURANCE AND INDEMNIFICATION

VENDOR agrees to defend, indemnify, and hold harmless the DISTRICT, its Board of Education, officers, employees and agents, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments, liabilities and judgments, including attorneys fees, arising from personal or bodily injuries, property damage or otherwise, regardless of and however caused that may arise for any reason from VENDOR'S performance of this Agreement.

VENDOR must keep in full force and effect a policy or policies of Workers' Compensation Insurance in the amount or amounts required by applicable law.

During the term of this Agreement, VENDOR shall keep in full force and effect a policy or policies of liability insurance from a California licensed insurer acceptable to DISTRICT and shall provide DISTRICT with a Certificate(s) of Liability Insurance with a minimum of \$1 Million Dollars General Liability coverage, a minimum of \$1 Million Dollars Automobile Liability coverage, and a minimum of \$2 Million Dollars Professional Liability coverage. High risk activities may require additional coverage as determined by the District. Certificate Holder is Antioch Unified School District. VENDOR shall also provide an Additional Insured Endorsement, naming Antioch Unified School District as Additional Insured. These certificates shall contain a provision that coverage afforded under the policy will not be cancelled or allowed to expire until at least thirty (30) days prior written notice has been delivered to the DISTRICT.

Insurance Exempt: ☐ _____ Must be approved by the Superintendent or Associate Superintendent of Business & Operations or his/her designee.

11. DESCRIPTION OF SERVICES (SCOPE OF WORK)

VENDOR shall supply all required payment and performance bonds and shall pay employees applicable prevailing wages in accordance with state and federal law where required. VENDOR shall furnish, at its own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement. VENDOR shall provide the following services to DISTRICT:

The Lindsay Wildlife Experience saves animals lives, teaches and inspires children and adults through up close and personal encounters with live wild animals, and strengthens the connection between people and the natural world. They connect people with wildlife to inspire responsibility and respect for the world we share. K-3 will participate in the "Learning from Wildlife" class that will show children how wildlife can teach us how to survive in the natural world so we can learn how to meet our own human needs. 4th - 8th grade will participate in "Ecosystem Energy Flow" will follow energy as it flows through the ecosystem meeting some of the producers, consumers, and decomposers that make the system work. These two (2) programs will benefit up to 30 students each.

(Additional pages may be added and shall be marked Exhibit "A" and are incorporated herein by this reference.)

12. COMPENSATION

DISTRICT agrees to pay VENDOR for services rendered upon VENDOR submitting an invoice and completed IRS Form W-9 and after obtaining originator's verification that services have been performed. Payment shall be made as follows:

- ☐ Partial Payments (must be specified): Invoices as submitted for approval
☒ Payment in Full

TOTAL AMOUNT DUE: \$ 550.00

ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT

VENDOR's current pricing schedule is marked as Exhibit "B" and attached hereto and incorporated herein by this reference. VENDOR shall provide DISTRICT at least thirty (30) days' prior written notice of any price increases during the term of this Agreement.

13. DELIVERIES

VENDOR will provide DISTRICT a complete supply of _____ during the term of this Agreement and shall deliver such goods in a timely manner every _____ and in good and sanitary condition. VENDOR shall provide DISTRICT a minimum of forty-eight (48) hours advance notice of any modifications to the delivery schedule. If changes by VENDOR are not satisfactory to DISTRICT, DISTRICT may notify VENDOR. If VENDOR is unable to implement DISTRICT's requested changes within forty-eight (48) hours, DISTRICT may cancel this Agreement at no additional cost and with no penalty to the DISTRICT.

DISTRICT agrees that its designated representative shall have the authority to request changes to the quantity and frequency of goods ordered and delivered to the DISTRICT or its designated locations. The DISTRICT's designated representative is the Associate Superintendent of Business & Operations or his/her designee.

Check box if this is a *services* contract and this section is *not* applicable. ☒

14. OWNERSHIP OF DESIGNS AND PLANS

VENDOR agrees that all designs, plans, reports, specifications, drawings, schematics, prototypes, models, inventions and all other information and items prepared or produced during the course of this Agreement and arising from the services rendered (see Paragraph 11 above) shall be owned by and assigned to DISTRICT as its sole and exclusive property.

15. COMPLETION

The work completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection and supervision, in a manner consistent with VENDOR's status as an independent contractor, to secure the satisfactory completion thereof. Work must be completed in a good and workman like manner in accordance with the generally accepted standard of care in the industry.

16. SEVERABILITY

If any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining portions hereof shall not in any way be affected or impaired thereby, except where enforcement is inconsistent with the parties' intent.

17. RELEASE, DISCHARGE OR WAIVER; CANCELLATION

No release, discharge or waiver of any provision hereof shall be enforceable against or binding upon either party hereto unless in writing and executed by both parties hereto. Neither the failure to insist upon strict performance of any of the agreements, terms, covenants or conditions hereof, nor the acceptance of monies due hereunder with knowledge of a breach of this Agreement, shall be deemed a waiver of any rights or remedies that either party hereto may have or a waiver of any subsequent breach or default in any of such agreements, terms, covenants or conditions.

DISTRICT may elect to cancel this Agreement at its convenience with sixty (60) days notice to VENDOR. Payment shall be made only for goods and services supplied up to the date of notification of cancellation. Any overpayment by the DISTRICT shall be returned to the DISTRICT within thirty (30) days of notification of cancellation.

18. EXECUTION IN COUNTERPARTS

This Agreement may be executed in several counterparts each of which shall be an original and all of which shall constitute but one and the same agreement.

ANTIOCH UNIFIED SCHOOL DISTRICT SERVICES AGREEMENT

This contract must meet the provisions of Board Policy 3310, 3311, Board Policy/Administrative Rule 3312, 3340 and Board Policy 9421 in order to be valid or binding against the DISTRICT.

The parties have executed this Agreement on the date indicated below.

Any party signing this Agreement on behalf of the VENDOR hereby represents that he/she is duly authorized by the VENDOR to execute this Agreement and that the VENDOR has agreed to be bound by the provisions hereof.

("VENDOR")

Signature: _____

Date: 12/12/2023

Name: _____

Jennifer Shaw

Title: Education Registrar and Field Trip Coordinator

ANTIOCH UNIFIED SCHOOL DISTRICT ("DISTRICT")

Signature: _____

Date: _____

Name: _____

Stephanie Anello

Title: _____

Superintendent

Date of Board Approval: _____

Notwithstanding the effective date of this Agreement set forth above at Paragraph 1, this Agreement shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been implemented, provided by, or submitted to the DISTRICT, as appropriate.

(Information below for Internal District Use Only)

SACS Code: 01_0787_1110_1000_305_0_100_4300

Amount of Contract: \$ 550.00

Multi-year Contract? ☐ Y ☒ N



PAID BY DISTRICT FUNDS



ASB (STUDENT) FUNDS

IF using LCAP, identify goals 3.1

Sandy McGee Encore Home School

Person completing this form (REQUIRED) – Please Print Name & School/Department

ANTIOCH UNIFIED SCHOOL DISTRICT

BOE Approval:
Salary Range:
FLSA Status: Non-Exempt
Bargaining Unit: Unclassified

CLASS TITLE: BUS DRIVER TRAINEE

(School Bus Driver Experience not Required)

BASIC FUNCTION:

Under the direction of the Director of Transportation or designee, receives instruction for the purpose of acquiring the necessary skills to safely and effectively operate a school bus with designated routes within established time schedules.

DISTINGUISHING CHARACTERISTICS:

This position is distinguished from the Bus Driver classification such that the Trainee position will be learning the primary duties of and working towards full certification and licensure to become a qualified School Bus Driver. **This is not a permanent bus driver position.**

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

With supervision, operate a school bus over designated routes within established time schedules.

Safely transport students to and from school and on special event trips.

Perform daily inspections of a bus or other transportation vehicles.

Understand mechanical functions of a school bus and its systems.

Prepare reports concerning maintenance needs and other records.

Load and Unload students safely.

Support positive student behavior outcomes and assist handicapped students as warranted.

Administer first aid as needed.

May wash, sweep, clean, or refuel buses and other automotive equipment.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Safe Driving Practices, provisions of the California Motor Vehicle Code.

ABILITY TO:

Learn to Drive a school bus safely and efficiently.

Learn and apply District policies and procedures related to student discipline.

Maintain a safe discipline level among passengers.

Observe and adhere to legal and defensive driving practices.

Load and unload physically and mentally handicapped and other students as required.

Learn and follow designated routes.

Maintain bus in clean and proper working condition.

Conduct safety inspections.

Administer first aid.

Maintain routine records.

Understand and follow oral and written directions.

Communicate effectively with others

Meet schedules and time lines.

Re-route the delivery of students with limited notice.

Learn bus evacuation techniques and safety protocols.

EDUCATION AND EXPERIENCE:

This is a training program, no experience required

LICENSES AND OTHER REQUIREMENTS:

Valid California Drivers License

WORKING CONDITIONS:

ENVIRONMENT:

School bus and outdoor environment.

Exposure to fumes, dust, odors, oil/grease and gases.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Sitting for extended periods of time while operating buses.

Hearing and speaking to exchange information.

Reaching, pulling and pushing to open bus doors and move wheelchairs.

Bending at the waist, kneeling or crouching to inspect and wash buses.

Climbing ladders or steps.

Reaching overhead, above the shoulders or horizontally.

Seeing to monitor passengers and operate a vehicle.

Lifting heavy children or objects as assigned by the position.

HAZARDS:

Traffic hazards.

Driving a vehicle during adverse weather conditions.

Fumes from chemical cleansers and bus operation including diesel fumes.

Contact with dissatisfied or abusive students/parents.

Potential for exposure to bodily fluids.

Antioch 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	Antioch High School
Street	700 W. 18th Street
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7550
Principal	John Jimno
Email Address	John Jimno@antiochschools.net
School Website	www.antiochschools.net/AHS
County-District-School (CDS) Code	07 61648 0730861

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Mission Statement:

AHS will create a safe and inclusive foundation for students to develop social awareness, community responsibility and personal reflection, through engaging and rigorous curriculum and collaborative learning opportunities.?

Vision Statement:

Our students will leave AHS as empowered leaders: actualizing community growth, being innovative and resilient creators, and improving our global society.?

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	501
Grade 10	536
Grade 11	484
Grade 12	439
Total Enrollment	1,960

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5%
Male	56.3%
American Indian or Alaska Native	0.5%
Asian	2%
Black or African American	18.8%
Filipino	2.6%
Hispanic or Latino	59.4%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	4.2%
White	11%
English Learners	21.2%
Foster Youth	0.5%
Homeless	2.9%
Socioeconomically Disadvantaged	84.1%
Students with Disabilities	16.5%

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)	74.60	87.72	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	5.34	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	3.28	41.80	5.65	12115.80	4.41
Unknown	3.10	3.64	32.40	4.38	18854.30	6.86
Total Teaching Positions	85.10	100.00	741.20	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)	76.90	90.35	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.17	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	3.76	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	1.16	40.30	5.22	11953.10	4.28
Unknown	3.00	3.55	29.40	3.81	15831.90	5.67
Total Teaching Positions	85.10	100.00	772.40	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	2.50	2.20
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	3.20

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.

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	1.60	0.70
Local Assignment Options	1.10	0.20
Total Out-of-Field Teachers	2.70	0.90

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)	2.2	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)	3.6	0.2

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 - Common Core Literature 9, Pearson, © 2015 (Adopted 1/21/15) English 10 - Common Core Literature 10, Pearson, © 2015 (Adopted 1/21/15) English 11 - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) English 12 - Expository Reading and Writing Course, Center for Adv. of Reading, © 2021 (Adopted 5/30/13) Creative Writing - Sound and Sense: An Intro to Poetry, HMH, © 1992 (Adopted 9/24/99) AP English Lit and Comp - Expository Reading and Writing Course, Center for Adv. of Reading, © 2020 (Adopted 5/30/13) AP Language and Comp - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1 - Algebra 1, HMH, © 2014 (Adopted 6/11/14) Mastering Algebra 1X - Algebra 1, HMH, © 2014 (Adopted 6/11/14) Mastering Algebra 1Y - Algebra 1, HMH, © 2014 (Adopted 6/11/14) Geometry - Geometry, HMH, © 2014 (Adopted 6/11/14) Algebra 2 - Algebra 2, HMH, © 2014 (Adopted 6/11/14) Pre-Calculus - Pre Calculus with Limits, Cengage, © 2007 (Adopted 5/23/08) Math Endeavor – Mathematics : a Human Endeavor, South-Western, © 1994 (Adopted 2/11/09) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21) AP Statistics - The Practice of Statistics, Freeman, © 2020 (Adopted 5/12/21) AP Calculus AB - Calculus for AP-2nd Edition, Cengage, © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19) Biotechnology 1/2 & 3/4 - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) Earth Science - Earth Science, McGraw-Hill, © 2007 (Adopted 1/23/07) Chemistry - Inspire Chemistry, McGraw Hill, © 2020 (Adopted 5/12/21)	Yes	0%

	Chemistry in the Community - Chemistry in the Community, Freeman, © 2006 (Adopted 1/23/07) Physics - Physics McGraw Hill; Glencoe © 2017 Physiology -Savvas Marieb: Essentials of Human anatomy and Physiology, Savvas ©2022 (Adopted 6/15/22) Principles of Ecology - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) AP Biology - Biology in Focus, Pearson, © 2017 (Adopted 5/25/16) AP Environmental Science - Environment Science for AP, Freeman, © 2015 (Adopted 4/26/17) Analytical Forensic Science-Pearson © 2018 (Adopted 6/28/23)		
History-Social Science	World History - World History, Pearson, © 2019 (Adopted 4/25/18) US History - US History, Pearson, © 2019 (Adopted 4/25/18) American Government - Magruder's American Government, Pearson, © 2019 (Adopted 4/25/18) AP Macroeconomics - AP Economics, McGraw-Hill, © 2018 (Adopted 4/25/18) Economics - Economics, Pearson, © 2019 (Adopted 4/25/18) Psychology - Exploring Psychology, MacMillian, © 2014 (Adopted 7/2/15) AP World History - AP Traditions & Encounters, McGraw-Hill, © 2017 (Adopted 2/17/16) AP US History - By the People, Pearson, © 2014 (Adopted 10/22/14) AP Psychology - Myers' Psychology for AP, Worth Publishing, © 2010 (Adopted 7/19/10) AP American Government/ Politics - AP Government, Pearson, © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	Spanish I - Auténtico Level 1, Pearson, © 2017 (Adopted 4/26/17) Spanish II - Auténtico Level 2, Pearson, © 2017 (Adopted 4/26/17) Spanish III - Auténtico Level 3, Pearson, © 2017 (Adopted 4/26/17) Spanish for Spanish Speakers - Sendas, Pearson, © 2005 (Adopted 4/26/17) AP Spanish - Abrien, Paso Lecturas y Temas Lecturas, Pearson, © 2014 (Adopted 4/26/17) French I - T'es branché? Level 1, EMC School, © 2017 (Adopted 4/26/17) French II - T'es branché? Level 2, EMC School, © 2017 (Adopted 4/26/17) French III - T'es branché? Level 3, EMC School, © 2017 (Adopted 4/26/17)	Yes	0%
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

This school has 82 classrooms, a multi-purpose room, a library, two gyms, and an administration building. In addition, there are 14 portable classrooms on the site. Initial construction of Antioch High School was completed in 1954. Additional classroom wings, auditorium, music room, girls' gym, shops, library, and an arts building were constructed at various phases between 1957 and 1976. The school opened in 1954.

A school improvement bond measure was passed by the residents within the residential boundary of the Antioch High School passed a school facility bond measure in the fall of 2010 to address outdated school facilities of the historic Antioch High School facility that was constructed in 1954. The school modernization projects started in the fall of the 2014-15 school year and was completed in the summer of 2021. In the fall of 2014, Eells Stadium was redesigned to meet the California Interscholastic Federation and North Coast Section athletic guidelines of current high school athletics (Football, Soccer, Track & Field). In the Fall of 2015, a new student entrance, security fencing and surveillance cameras were installed to improve school safety. A new two-story school office building was constructed at the main entrance to campus to provide better access to school services such as attendance, registration, counseling, school administration. Library, College and Career Center. During the 2014-15 - 2020-21 school years, campus hallways have been redesigned to support the Small Learning Community structure that provides students with a more personalized education, creating improved proximity of classrooms for cohorts of students receiving instruction from teams of teachers assigned to the Linked Learning Career Pathway Academies. Classrooms have been modernized to provide improved school technology and new furniture and equipment that promotes active student participation. Each hallway has an established teacher work room that promotes team teacher collaboration.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues. At the opening of each school year, the Contra Costa County Office of Education conducts site visits to verify that all students have received their grade level curriculum and that the school facilities are in good condition in classrooms and common areas. AHS was reviewed on Friday August 13, 2021 and received praise for the outstanding school facilities that were completed via the school facility bond measure.

Year and month of the most recent FIT report

3/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			300 Boys Restroom: maintenance is already working on this issue 300 Girls Restroom: maintenance is already working on this issue
Interior: Interior Surfaces		X		1100 Hall: 1 stained ceiling tile outside room 1119 600 Hall: Some areas need paint. Exit light in center of hallway is hanging by wires. Band: 8 stained or broken glued down tiles Port 5: covering on wall panels in several spots torn off Port 7: covering on wall panels in several spots torn off Room 1101: peeling paint on south wall Room 1119: 2 stained ceiling tiles Room 304: Stained ceiling Room 306: 9 stained glue down ceiling tiles Room 403: Several areas on ceiling stained Room 404: Several stained glued down ceiling tiles Room 405: Several stained areas on ceiling Room 406: Several stains on ceiling and one stained glued down tile Room 407: 13 stained glued down ceiling tiles Room 501: Stained wall tiles and stained ceiling Room 506: 4 stained glued down ceiling tiles

School Facility Conditions and Planned Improvements

				Room 604: peeled paint under windows Room 605: peeled paint under windows Room 606: peeled paint under windows & curtains need repair Room 701: Glued ceiling tile coming down Room 908: peeling paint under window
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			700 Hall: exit light at east end of hallway needs repair Beede: 7 big lights out Cafeteria Boys Restrooms: Entrance LED light is dim. All sinks missing push buttons, one faucet is loose Cafeteria: 1/2 led light by clock out & 4 spots on floor covering need repair Kitchen: 3 led lights needs repair Offices: 1 light blinking in library Port 8: 1 light has bad ballast Room 401: 1 light has bad ballast Room 608: 2 lights bad ballast Room 901: 2 lights have bad ballast Small Gym: 3 of the big lights are out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Cafeteria Boys Restrooms: Entrance LED light is dim. All sinks missing push buttons, one faucet is loose Room 907: leaky faucet
Safety: Fire Safety, Hazardous Materials	X			Room 402: Bag taped over smoke detector
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	37	33	27	27	47	46
Mathematics (grades 3-8 and 11)	5	5	14	14	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	442	405	91.63	8.37	33.00
Female	188	173	92.02	7.98	35.47
Male	253	231	91.30	8.70	31.30
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	41.67
Black or African American	87	74	85.06	14.94	26.03
Filipino	16	15	93.75	6.25	60.00
Hispanic or Latino	262	242	92.37	7.63	32.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	23.08
White	46	44	95.65	4.35	38.64
English Learners	92	82	89.13	10.87	6.10
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	5.26
Military	23	20	86.96	13.04	10.00
Socioeconomically Disadvantaged	360	329	91.39	8.61	30.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	59	83.10	16.90	11.86

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	445	409	91.91	8.09	5.39
Female	188	173	92.02	7.98	2.91
Male	256	235	91.80	8.20	7.23
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	16.67
Black or African American	88	75	85.23	14.77	4.00
Filipino	16	15	93.75	6.25	13.33
Hispanic or Latino	264	244	92.42	7.58	4.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	0.00
White	46	45	97.83	2.17	8.89
English Learners	93	84	90.32	9.68	1.19
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	0.00
Military	23	20	86.96	13.04	5.00
Socioeconomically Disadvantaged	362	333	91.99	8.01	4.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	61	84.72	15.28	3.28

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)	11.62	12.30	15.18	15.38	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	875	816	93.26	6.74	12.30
Female	363	335	92.29	7.71	9.01
Male	511	480	93.93	6.07	14.61
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	12.50
Black or African American	158	141	89.24	10.76	8.51
Filipino	31	30	96.77	3.23	13.33
Hispanic or Latino	508	471	92.72	7.28	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	6.90
White	110	107	97.27	2.73	22.43
English Learners	172	157	91.28	8.72	0.65
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	0.00
Military	53	50	94.34	5.66	12.00
Socioeconomically Disadvantaged	714	666	93.28	6.72	11.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	120	86.33	13.67	3.36

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

- Curriculum and assessment are aligned with the California CTE Model Curriculum Standards and Framework and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;
- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.
- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

AHS – CTE Programs Offered:

Careers in Education
Introduction to Leadership
Introduction to Green Technology 1
Green Technology 2
Biotechnology 1
Biotechnology 2
Principles of Engineering
Wood and Manufacturing / BITA Program 1
Wood and Manufacturing / BITA Program 2
Introduction to Computer Applications
Principles of IT
Web Design
Game Design
Art and Animation
Art and Video Production
Journalism and Broadcasting
Finance and Business Course 1
Finance and Business Course 2
College Seminar -Get Focused, Stay Focused
Los Medanos College Fire Science Course
Los Medanos College First Responders Course

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	937
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.6
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	97.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.63

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	97	97	97	97	97

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

The English Learner Advisory Committee (ELAC) meet quarterly with the Antioch High School Principal. The ELAC meetings cover all topics related to student achievement, Title 1 budget, school culture and student programs. Antioch High School Leadership Committee meets each quarter during the academic school year. The Leadership Committee includes school administrators, guidance counselors and teacher leaders of academies and academic departments. The Leadership Committee addresses all school-wide school improvement and policy issues. The School Site Council consists of 12 members, 1 school administrator, 3 certificated teachers, 1 classified school employee, 3 student representatives and 3 parents. The School Site Council makes all decisions regarding program elements and expenditures aligned to school action goals written into the single LCAP plan that is related to categorically funded programs. Antioch High School has a parent coordinator who serves as a liaison to our parent community on important school information, such as academic intervention programs, social emotional support services, extra-curricular activities and after school tutorial services. The parent coordinator has an office on campus to work in collaboration with school staff on improved parent communications with school staff. Our parents have several opportunities to support academic achievement by participating in ELAC, School Site Council, Band Backers Association, and the Senior Parent All Night Committee. A Title 1 Parent Information Night was held on Wednesday October 13, 2021 to inform parents of the LCAP Title 1 budget planning and development process. Parents and students were informed on how to access student programs and services at Antioch High School.

For more information on parent participation opportunities, please contact the parent support office at (925) 779-7550 ext. 60089. Parents who wish to visit a classroom may obtain a visitors pass through the main office (925) 779-7550.

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	10.4	8.3	13.4	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	88	90.2	84.7	85.6	83.6	81.8	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	464	393	84.7
Female	192	169	88.0
Male	272	224	82.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	14	14	100.0
Black or African American	79	66	83.5
Filipino	14	13	92.9
Hispanic or Latino	261	214	82.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	17	89.5
White	64	58	90.6
English Learners	104	73	70.2
Foster Youth	--	--	--
Homeless	18	15	83.3
Socioeconomically Disadvantaged	410	348	84.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	71	56	78.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2199	2094	924	44.1
Female	978	926	434	46.9
Male	1218	1165	489	42.0
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	9	9	4	44.4
Asian	44	43	5	11.6
Black or African American	425	396	232	58.6
Filipino	53	51	12	23.5
Hispanic or Latino	1311	1256	523	41.6
Native Hawaiian or Pacific Islander	37	33	18	54.5
Two or More Races	87	84	42	50.0
White	232	221	87	39.4
English Learners	512	494	215	43.5
Foster Youth	26	21	16	76.2
Homeless	68	63	30	47.6
Socioeconomically Disadvantaged	1853	1771	796	44.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	375	351	186	53.0

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	0.05	9.65	8.96	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.41	0.27	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.96	0.27
Female	8.18	0.1
Male	9.61	0.41
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.27	0
Black or African American	18.82	0.47
Filipino	0	0
Hispanic or Latino	6.71	0.23
Native Hawaiian or Pacific Islander	0	0
Two or More Races	13.79	1.15
White	6.47	0
English Learners	6.45	0.39
Foster Youth	26.92	0
Homeless	10.29	1.47
Socioeconomically Disadvantaged	9.44	0.32
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.87	1.07

2023-24 School Safety Plan

Along with promoting student learning, safety is a primary focus of Antioch High School's security, administrative and teaching staff during the school day. A staff committee annually reviews and updates the school safety plan assuring adequate training, equipment and procedures to prepare staff to address all manner of safety concerns. Each school year, AHS participates in the Great California Shake Out that provides students and school staff with a duck and cover drill followed by an evacuation drill. The AHS school staff has also implemented the ALICE (Alert, Lockdown, Inform, Counter, and Evacuation) procedures in response to a school lockdown due to police activity near or on school campus. With the passage of school facility improvement bond measure, AHS has improved school safety procedures with the new construction of a new main entrance located at the front of the school campus on 18th Street with the installation of new security fencing and surveillance cameras throughout the school campus that have improved school safety. We have six Site Safety Assistants who provide student supervision on all school days with the support of Strategic Threat Management Officers assigned to Antioch High School during the school day and evening school activities.

Antioch High School Comprehensive School Site Safety Plan was last updated 2/24/2023.

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	13	168		
Mathematics	13	139		
Science	13	128		
Social Science	13	116		

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	24	28	47	13
Mathematics	24	28	40	9
Science	28	11	28	20
Social Science	27	15	32	11

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	28	19	31	27
Mathematics	26	22	32	17
Science	28	12	23	18
Social Science	28	16	18	23

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	490

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,625	\$1,905	\$7,720	\$93,924
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-35.6	6.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-6.7	6.1

Fiscal Year 2022-23 Types of Services Funded

The 21st Century ASSET's grant provides after school services for all students. The after-school program provides students with academic tutoring, credit recovery courses, community college dual enrollment courses, art and music elective courses, recreational and enrichment programs, student clubs and social emotional support counseling services. Students who participate in the after-school program are provided a snack and meal as part of the after-school program at no cost to students. The after-school program begins at 3:45 p.m. each day and concludes at 5:45 p.m. There is an array of after school programs available for students to participate in. There are student clubs, athletic teams, visual and performing arts programs that meet daily after school as part of extra-curricular activities.

Through the schools School Plan for Student Achievement, we currently fund One Day At A Time and Bridge Builders. Both organizations provide mentoring and leadership opportunities through individual and group sessions that include academic and social networking support. The school also fund EAOP/DCAC and Upward Bound (Currently funded through the University of San Francisco). Both organizations help bridge the process from High School to College, with a primary focus of helping first generation college students navigate through the process.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	10.3

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	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Antioch Middle 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	Antioch Middle School
Street	1500 D Street
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7400
Principal	Liah Jones-Douglas
Email Address	LiahJonesDouglas@antiochschools.net
School Website	www.AntiochSchools.net/AMS
County-District-School (CDS) Code	07 61648 6057178

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Antioch Middle School (AMS) is a comprehensive school for grades 6 through 8. AMS is dedicated to having all students successful both academically and socially. Students can choose from a performing arts program including instrumental music, STEAM (Science, technology, engineering, art and math) and AVID. In addition, enrichment comes from athletics, after school tutoring, clubs, and academic counseling. The Leadership class is involved in building school community and pride by providing spirit days, after school dances and lunch activities. The peer advocates class provides opportunities for students to facilitate peer restorative conferences.

Antioch Middle School is a Restorative School Community dedicated to kindness, safety, and responsibility. We focus on Positive Behavior, Intervention, and Supports (PBIS), Mindfulness, Peer Advocates/Conflict Mediation, and restorative community building circles. Our wellness room provides a safe and supportive space for students to receive social emotional support from a counselor. This inclusive philosophy is an integral part of our school climate and working with all educational partners. Antioch Middle School is committed to providing a safe and nurturing environment where students transition from elementary to middle school. The entire staff has a goal of creating an environment that is caring, welcoming and each member is valued. Students are encouraged and challenged to reach high academic excellence and social potential.

College and Career readiness is promoted in grades 6th through 8th. Students participate in lessons through a variety of resources including Schoollinks, California Resource Network and California Career Zone. All subjects are trained and implementing school wide AVID strategies that promote college and career readiness. Students can opt to take an AVID elective course in any grade level. Time is spent connecting students to the high school career technical pathways. Students at AMS participate in the high school pathway informational night, a student information panel related to pathways, and an site-based college/career fair. Guest speakers, field trips, and community engagement events are presented to showcase the many opportunities for post-secondary success. In addition, the Female Empowerment Project and Kings conference, connect our students to community leaders and future careers.

Our Mission: Through partnerships with students, parents, faculty, and the community, Antioch Middle will prepare every student for success in high school. With a focus on core academics, enrichment, and community partnerships, students will have the opportunity to demonstrate leadership, creativity, citizenship, and scholastic achievement. Celebrating success in and out of the classroom will create a climate of inclusivity and accomplishment.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	212
Grade 7	230
Grade 8	218
Total Enrollment	660

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.2%
Male	53.8%
American Indian or Alaska Native	0.8%
Asian	1.7%
Black or African American	20%
Filipino	1.4%
Hispanic or Latino	64.2%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	4.8%
White	5.8%
English Learners	33.2%
Foster Youth	0.2%
Homeless	2.7%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	15.8%

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)	31.10	84.30	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	7.83	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.47	41.80	5.65	12115.80	4.41
Unknown	1.20	3.33	32.40	4.38	18854.30	6.86
Total Teaching Positions	36.80	100.00	741.20	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)	27.80	81.91	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	12.74	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.32	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	34.00	100.00	772.40	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	2.50	1.40
Misassignments	0.40	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	4.30

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.

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	1.20	1.40
Local Assignment Options	0.40	0.30
Total Out-of-Field Teachers	1.60	1.80

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)	1.3	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)	8.3	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature Common Core 6-8, Pearson, © 2015 (Adopted 1/21/15) ELD Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Math Course 1-3, McGraw-Hill, © 2014, Math Accelerated, McGraw-Hill, © 2014 (Adopted 4/9/14), and Algebra 1, HMH, © 2014 (Adopted 6/11/14)	Yes	0%
Science	California Elevate Science-Integrated, Pearson © 2020 (Adopted 9/23/20)	Yes	0%
History-Social Science	World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 49 classrooms, a multi-purpose room, a library, a gym and an administration building. In addition, there are 3 portables on the site. Initial construction of the 8th grade building was completed in 1947. The multi-use room was completed in 1958 and additional classrooms were completed in 1966. The school opened in 1947.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

4/11/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Multi: 100+ tiles damaged; 17 lights out; 2 bad ballasts; SE drapes won't close; NW exit baseboard peeling off. Port 415: 2 damaged ceiling tiles Port 416: Exposed wiring on east wall; damaged data port on east wall Room 104: Divit north wall Room 126: Small fissure on SE wall; damage blinds Room 128: Damaged blinds Room 208: 2 damaged ceiling tiles on north side Room 221: Damaged tack board on NE wall; damaged blinds Room 303: 2 bad ballasts; 2 damaged ceiling tiles Room 901: Damaged tiles and blinds Room 902: Damaged tiles and diffusers Room 903: Exposed wires on NE corner and east wall Stage: 12 lights out; 2 bad ballasts
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		500 Hall: 1 bad ballast; 1 light out Gym Hallway: Hallway men's restroom has no electricity (custodial closet is the electrical room) Gym: 2 bad ballast in center of gym Multi: 100+ tiles damaged; 17 lights out; 2 bad ballasts; SE drapes won't close; NW exit baseboard peeling off. Port 416: Exposed wiring on east wall; damaged data port on east wall Port 418: Missing diffuser Room 302: 2 bad ballasts Room 303: 2 bad ballasts; 2 damaged ceiling tiles Room 304: 2 bad ballasts Room 902: Damaged tiles and diffusers Room 903: Exposed wires on NE corner and east wall Stage: 12 lights out; 2 bad ballasts
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Port 415: 2 damaged ceiling tiles Port 419: Damaged down spout Port 420: Damaged down spout
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kitchen: Broken interior window; Antioch Glass has been contacted (ticket) Multi: 100+ tiles damaged; 17 lights out; 2 bad ballasts; SE drapes won't close; NW exit baseboard peeling off. Room 105: Damaged blinds Room 111: Damaged blinds Room 126: Small fissure on SE wall; damage blinds

School Facility Conditions and Planned Improvements

			Room 127: Damaged blinds Room 128: Damaged blinds Room 210: damaged blinds Room 216: damaged blinds Room 220: Damaged blinds Room 221: Damaged tack board on NE wall; damaged blinds Room 901: Damaged tiles and blinds

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)	13	11	27	27	47	46
Mathematics (grades 3-8 and 11)	4	5	14	14	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	656	621	94.66	5.34	10.63
Female	298	280	93.96	6.04	14.64
Male	358	341	95.25	4.75	7.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	21.43
Black or African American	131	122	93.13	6.87	6.56
Filipino	--	--	--	--	--
Hispanic or Latino	428	406	94.86	5.14	9.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	28	90.32	9.68	17.86
White	32	32	100.00	0.00	21.88
English Learners	212	200	94.34	5.66	0.50
Foster Youth	0	0	0	0	0
Homeless	15	11	73.33	26.67	27.27
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	565	538	95.22	4.78	9.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	101	94.39	5.61	0.99

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	656	628	95.73	4.27	5.10
Female	298	284	95.30	4.70	3.52
Male	358	344	96.09	3.91	6.41
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	0.00
Black or African American	131	122	93.13	6.87	4.10
Filipino	--	--	--	--	--
Hispanic or Latino	428	410	95.79	4.21	5.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	0.00
White	32	32	100.00	0.00	12.50
English Learners	212	204	96.23	3.77	0.00
Foster Youth	0	0	0	0	0
Homeless	15	13	86.67	13.33	15.38
Military	15	15	100.00	0.00	13.33
Socioeconomically Disadvantaged	565	540	95.58	4.42	4.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	104	97.20	2.80	1.94

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)	4.15	5.50	15.18	15.38	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	226	220	97.35	2.65	5.50
Female	103	99	96.12	3.88	5.15
Male	123	121	98.37	1.63	5.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	38	95.00	5.00	2.70
Filipino	--	--	--	--	--
Hispanic or Latino	148	144	97.30	2.70	4.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	12	12	100.00	0.00	16.67
English Learners	79	78	98.73	1.27	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	193	189	97.93	2.07	5.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 7	94	94	94	90	94

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

Parents/Guardians have numerous opportunities to become involved at Antioch Middle. The School Site Council, ELAC, Sports Program, Eagle Parent Group and other parent volunteer programs offer a variety of ways to promote parent involvement. The staff encourages parents to communicate through email, phone, Aptegy Thrillshare, virtual meetings and face to face meetings. Parents/Guardians need to be involved in all aspects of their child's education and our AMS staff is here to ensure it happens. A feature of our restorative community is the regular inclusion of parents/guardians and other extended family members in our restorative circles. Restorative circles focus on peaceful conflict resolution and relationship building.

Throughout the year we have many opportunities for parent involvement including, Back to School Night, Open House, Parent Engagement Nights, The Community Harvest Festival, Winter/Spring music concerts, Sports, Awards presentations, Parent Conferences, Student Study Teams, School Attendance Review Teams, and other parent meetings to partner with and strengthen the AMS community. We communicate with parents through our website, email, text, auto-dialer system, and social media.

For more information on how to participate at Antioch Middle School, please contact the school office at 925.779.7400.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	740	715	330	46.2
Female	340	330	144	43.6
Male	400	385	186	48.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	7	2	28.6
Asian	14	14	0	0.0
Black or African American	153	148	89	60.1
Filipino	9	9	2	22.2
Hispanic or Latino	473	454	187	41.2
Native Hawaiian or Pacific Islander	9	9	6	66.7
Two or More Races	33	33	22	66.7
White	42	41	22	53.7
English Learners	257	246	96	39.0
Foster Youth	1	1	1	100.0
Homeless	18	17	8	47.1
Socioeconomically Disadvantaged	632	614	287	46.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	118	117	65	55.6

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	0.11	17.51	17.97	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.86	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.97	0
Female	16.47	0
Male	19.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.14	0
Black or African American	38.56	0
Filipino	0	0
Hispanic or Latino	12.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.15	0
White	7.14	0
English Learners	13.23	0
Foster Youth	0	0
Homeless	22.22	0
Socioeconomically Disadvantaged	18.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	22.03	0

2023-24 School Safety Plan

The School Safety and Emergency Plans are on file in the office. There are detailed plans in case of fire, flood, bomb threat, hazardous waste spill, intruder on campus, and earthquake. The School Safety Plan was a collaborative document in which members of the school site council gave input and researched best practices to implement. The plan was adopted on February 28, 2023. A safe, caring climate is built by consistently enforcing school and classroom rules, raising awareness of anti-bullying strategies, and providing opportunities for cooperative practice. Restorative Circles and conflict management are available to all students. Students can also participate in counseling support. AMS is committed to preparing staff and students for any emergency and emergency procedures have been reviewed with staff. We participate annually in the Great California Shakeout, which was October 19, 2023. AMS has participated in the Sandy Hook Safe Schools Initiative. Rolling out their curriculum and program around inclusion and reporting. Our leadership class follows up with various school inclusion activities throughout the year.

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	12	54		
Mathematics	15	36		
Science	14	44		
Social Science	14	44		

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	22	7	15	
Mathematics	26	4	13	
Science	24	7	11	2
Social Science	24	6	13	1

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	22	12	11	1
Mathematics	30	0	11	3
Science	26	3	14	0
Social Science	24	4	14	1

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	330

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$10,011	\$2,090	\$7,921	\$81,014
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-33.1	-8.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-17.7	-8.7

Fiscal Year 2022-23 Types of Services Funded

Antioch Middle School receives funding through the state and federal government, which includes flexible funds, supplemental and concentration funding, CSI (Comprehensive Support and Improvement) and Title I funding. The total site budget is \$523,938. Title I funding has been focused on closing the achievement gap in English and math, specifically reducing class size, high quality instruction, providing bilingual instructional support to English language learners, purchasing technology and classroom supplies, after school tutoring, and supporting a school wide reading program. Flexible funds support office supplies, copier services, field trips, and before/after school art and dance programs. Supplemental and Concentration funding has been dedicated to enrichment, social emotional support, community building, a schoolwide attendance initiative, and a school wide college and career program. This includes: our AVID program, music program, PBIS, Peer Advocates/conflict mediation, on-site community outreach coordinator and various motivational activities to raise achievement levels.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Belshaw Elementary 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/fq/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	Belshaw Elementary School
Street	2801 Roosevelt Lane
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7495
Principal	Amanda Gallagher
Email Address	AmandaGallagher@AntiochSchools.net
School Website	www.AntiochSchools.net/Belshaw
County-District-School (CDS) Code	07 61648 6003578

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

In order for children to develop into lifelong learners and contributing adults in today's society, Belshaw Elementary School's mission is to: help our students grow and achieve academically, socially, and emotionally; motivate students to reach their full potential as individuals; and provide students with a positive learning environment that promotes a sense of greater self-esteem.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	73
Grade 2	60
Grade 3	69
Grade 4	65
Grade 5	92
Total Enrollment	434

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
American Indian or Alaska Native	0.7%
Asian	1.6%
Black or African American	14.3%
Filipino	2.8%
Hispanic or Latino	59.9%
Native Hawaiian or Pacific Islander	2.3%
Two or More Races	6.9%
White	11.5%
English Learners	25.8%
Foster Youth	1.2%
Homeless	1.6%
Socioeconomically Disadvantaged	80.9%
Students with Disabilities	10.4%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	19.80	95.20	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.00	4.80	32.40	4.38	18854.30	6.86
Total Teaching Positions	20.80	100.00	741.20	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)	21.00	94.60	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.90	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	1.00	4.50	29.40	3.81	15831.90	5.67
Total Teaching Positions	22.20	100.00	772.40	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	0.20
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 7 portables on the site. Initial construction was completed in 1954. Wing II was constructed in 1956; Wing III and the multi-purpose room were constructed in 1957. The school opened in 1954.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Port 28: Damaged blinds. Port 31: 2 stained ceiling tiles. No emergency plan posted.

School Facility Conditions and Planned Improvements

			Room 16: No Williams posting. Chipped countertops by sink. Room 17: Chipped countertops by sink. Room 18: Chipped countertops by sink. Broken outlet cover. Room 25: Chipped countertops by sink. Hole in wall by door. Room 6: Hole in wall. Drinking fountain has low flow. Missing floor tile near entry. Room 9: Damaged countertop by back door. Broken tile in entry.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Port 27: Broken outlet cover. No Williams posting. Dirty vent.
Electrical		X	K-2: Exterior light out. Port 27: Broken outlet cover. No Williams posting. Dirty vent. Port 28: Damaged blinds. Room 18: Chipped countertops by sink. Broken outlet cover. Staff workroom: Missing electrical cover. Exterior drinking fountain has low flow.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	K-1: Drinking fountain has low flow. Library: Broken sink. Room 14: No uniform complaint, no emergency plans posted. Drinking fountain has low flow. Room 19: Drinking fountain has low flow. No evacuation plan. Room 26: Exterior drinking fountain has low flow. Room 6: Hole in wall. Drinking fountain has low flow. Missing floor tile near entry. Staff workroom: Missing electrical cover. Exterior drinking fountain has low flow. Wing 2 Boys Restroom: Exhaust fan not working. Wing 2 Girls Restroom: Exhaust fan not working.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

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)	21	17	27	27	47	46
Mathematics (grades 3-8 and 11)	14	13	14	14	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	222	212	95.50	4.50	16.98
Female	114	110	96.49	3.51	20.00
Male	108	102	94.44	5.56	13.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	3.57
Filipino	--	--	--	--	--
Hispanic or Latino	136	130	95.59	4.41	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	13.33
White	21	20	95.24	4.76	20.00
English Learners	57	51	89.47	10.53	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	11.11
Socioeconomically Disadvantaged	177	174	98.31	1.69	16.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	3.23

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	222	218	98.20	1.80	12.84
Female	114	114	100.00	0.00	12.28
Male	108	104	96.30	3.70	13.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	136	136	100.00	0.00	13.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	15	83.33	16.67	6.67
White	21	20	95.24	4.76	25.00
English Learners	57	57	100.00	0.00	8.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	177	176	99.44	0.56	11.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	8.33	8.33	15.18	15.38	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	88	87	98.86	1.14	9.20
Female	43	43	100.00	0.00	6.98
Male	45	44	97.78	2.22	11.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	70	69	98.57	1.43	7.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	7.69

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 5	91	87	92	92	92

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

Belshaw offers several opportunities for parent involvement. There is a very active PTO which is always welcoming and accepting new members. Parents are encouraged to run for School Site Council, our English Language Learner Advisory Council, as well as our African American Parent Advisory Council.

Many teachers' welcome parents into the classroom as helpers as well as active participants and visitors. Parents are an integral part of their child's education, and we appreciate their support and active involvement in their educational experiences.

For more information on how to participate at Belshaw Elementary School, please contact the school office at 925.779.7495.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	468	183	39.1
Female	254	248	97	39.1
Male	236	220	86	39.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	7	7	2	28.6
Black or African American	73	65	29	44.6
Filipino	15	14	3	21.4
Hispanic or Latino	283	281	112	39.9
Native Hawaiian or Pacific Islander	17	12	8	66.7
Two or More Races	34	32	14	43.8
White	58	54	14	25.9
English Learners	137	136	37	27.2
Foster Youth	7	7	2	28.6
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	398	380	155	40.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	53	24	45.3

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	3.85	2.04	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.04	0
Female	0.39	0
Male	3.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.48	0
Filipino	0	0
Hispanic or Latino	1.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.72	0
English Learners	2.19	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.36	0

2023-24 School Safety Plan

Belshaw has a comprehensive safety plan which has been developed by a committee consisting of parents and staff, both classified and certificated. Procedures for school wide discipline, dress code, child abuse reporting, sexual harassment, and emergencies among others are outlined and included in accordance with state, district, and school policies.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4		
1	16	10	3	
2	19	6	9	
3	22	6	9	
4	25	6	9	
5	21	6	9	
Other	11	6		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	18	12		
2	25		8	
3	24		8	
4	25		12	
5	26		12	
Other	17	4	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	24	0	12	0
2	24	0	8	0
3	26	0	8	0
4	30	0	8	0
5	29	0	12	0
6	0	0	0	0
Other	20	4	4	0

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	723.33

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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$11,516	\$3,018	\$8,498	\$93,501
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-26.3	5.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.5	5.7

Fiscal Year 2022-23 Types of Services Funded

English Language Development Program
 Daily Reading Intervention Program
 After School Program
 Anti Bullying Program (Grades K-5)
 Wellness Room
 Mindful Life Project
 Wellness Together Counseling Services

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Bidwell 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/fq/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	Bidwell High School
Street	800 Gary Ave
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7520
Principal	LaTanya Williams
Email Address	LaTanyaWilliams@antiochschools.net
School Website	www.AntiochSchools.net/Bidwell
County-District-School (CDS) Code	07-61648-0110494

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Bidwell High School, one of two continuation high schools within the Antioch Unified School District, caters to students aged 16-18 in grades 10-12. Its core mission is to offer an alternative pathway for students lacking credits, granting them an opportunity to enhance their academic abilities and progress towards graduation alongside their peers.

At Bidwell, students engage in 4-6 classes, with grades and credits allocated quarterly. Additionally, the school provides avenues for credit recovery through its online program, Edgenuity. Ensuring comprehensive support, Bidwell High School is dedicated to enabling every student to achieve a high school diploma.

The school's overarching goal is to create a nurturing and secure educational setting where each student is empowered to earn their diploma and cultivate essential academic and interpersonal competencies for responsible citizenship. Through this, Bidwell fosters not only academic growth but also personal development, encouraging the acquisition of lifelong learning skills and positive life values.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	23
Grade 12	110
Total Enrollment	135

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37%
Male	63%
American Indian or Alaska Native	2.2%
Asian	2.2%
Black or African American	37%
Filipino	1.5%
Hispanic or Latino	43.7%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6.7%
White	5.9%
English Learners	15.6%
Foster Youth	1.5%
Homeless	2.2%
Socioeconomically Disadvantaged	83.7%
Students with Disabilities	12.6%

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)	5.20	61.98	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.10	38.02	41.80	5.65	12115.80	4.41
Unknown	0.00	0.00	32.40	4.38	18854.30	6.86
Total Teaching Positions	8.30	100.00	741.20	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)	5.80	70.98	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	28.90	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	8.20	100.00	772.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	0.20	0.50
Local Assignment Options	2.90	1.80
Total Out-of-Field Teachers	3.10	2.30

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Common Core Literature 9-12, Pearson, © 2015 (Adopted 1/21/15) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1, Geometry, Algebra 2, HMH, © 2014 (Adopted 6/11/14) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19) Earth Science, McGraw-Hill, © 2007, Chemistry, HMH, © 2007 and Physics, McGraw-Hill, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	World History, US History, Magruder's American Government, and Economics, Pearson © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 10 classroom, 4 portable classrooms, a multi-purpose room, and an administration office. Bidwell Continuation High School opened on this site for the 2005/06 school year. The school opened in 1958.

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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at <http://www.antioch.k12.ca.us>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

5/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	16	11	27	27	47	46
Mathematics (grades 3-8 and 11)	0	2	14	14	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	59	55	93.22	6.78	10.91
Female	21	20	95.24	4.76	5.00
Male	38	35	92.11	7.89	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	17	89.47	10.53	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	7.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	45	93.75	6.25	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

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	57	51	89.47	10.53	1.96
Female	21	19	90.48	9.52	0.00
Male	36	32	88.89	11.11	3.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	15	83.33	16.67	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	42	91.30	8.70	2.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

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)	4.23	2.82	15.18	15.38	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	150	142	94.67	5.33	2.82
Female	56	54	96.43	3.57	0.00
Male	94	88	93.62	6.38	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	53	48	90.57	9.43	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	68	66	97.06	2.94	3.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	114	95.00	5.00	2.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	16	72.73	27.27	0.00

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

Alternative Ed Pathway Program
Consumer Services Pathway - Two course sequence
AUSD District CTE representative - Kevin Jones

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	60
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	11.28
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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
Bidwell encourages parental involvement in their child's educational journey. Upon enrollment, parents are invited to participate in an initial meeting to craft a personalized graduation plan and attend an orientation session to familiarize themselves with Bidwell's operational procedures and student expectations. Additionally, parents are encouraged to engage in School Site Council meetings, ELAC, and DELAC activities. To keep parents informed, Bidwell utilizes various communication tools like Blackboard, Bidwell newsletters, and Aeries. For further details on how to get involved at Bidwell Continuation High School, please reach out to the school office at 925.779.7520.

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	5.8	12.4	21.2	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	66.9	67.3	64.4	85.6	83.6	81.8	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	104	67	64.4
Female	39	24	61.5
Male	65	43	66.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	39	25	64.1
Filipino	--	--	--
Hispanic or Latino	49	31	63.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	21	13	61.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	96	61	63.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	9	52.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	205	70	34.1
Female	83	77	25	32.5
Male	136	128	45	35.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	4	3	75.0
Asian	4	4	1	25.0
Black or African American	84	76	28	36.8
Filipino	4	4	1	25.0
Hispanic or Latino	97	94	27	28.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	6	50.0
White	12	10	4	40.0
English Learners	38	37	6	16.2
Foster Youth	7	4	4	100.0
Homeless	6	3	2	66.7
Socioeconomically Disadvantaged	179	168	58	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	36	13	36.1

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	11.24	6.39	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.39	0
Female	4.82	0
Male	7.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.57	0
Filipino	0	0
Hispanic or Latino	10.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	0	0
English Learners	7.89	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

The School Safety Plan at Bidwell is up-to-date and designed to maintain a secure and orderly environment. It encompasses strategies and procedures for various situations, including disaster and emergency preparedness. Biannual disaster and fire drills are conducted for both morning and afternoon sessions to ensure preparedness among students and staff. To enhance security, everyone on campus is provided with picture identification, and visitors must sign in upon arrival.

Unsafe behavior referrals are diligently tracked at both the school and district levels. Continuous communication between school administration and the Site Safety Assistant is maintained through two-way radios. Moreover, the Site Safety team has access to monitor the campus cameras for added vigilance.

AUSD maintains a strict zero-tolerance policy concerning weapons, and all incidents resulting in suspensions or disciplinary actions are meticulously recorded in Aeries, a comprehensive student information system used district-wide. This academic year, our focus at Bidwell revolves around fostering a restorative community, aiming to build a supportive and inclusive environment for all.

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	6	30		
Mathematics	7	14		
Science	8	8		
Social Science	8	20		

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	11	15	1	
Mathematics	19	7		
Science	13	7		
Social Science	15	11	1	

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	8	14	0	0
Mathematics	13	4	0	0
Science	13	5	0	0
Social Science	15	10	0	0

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	270

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$12,590	\$1,529	\$11,061	\$96,561
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-0.1	8.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	47.1	8.9

Fiscal Year 2022-23 Types of Services Funded

Bidwell receives funds from Flexible, S & C, CSI and Alternative Learning Support. A combination of these funds aid in supplementing the curriculum with technology and equipment, purchase materials to bring up test scores and improve instruction, materials to provide hands on learning to motivate students, and provide after school credit recovery program. We receive additional funds through the Strong Workforce grant and CTIEG.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	0

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	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Black Diamond Middle 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	Black Diamond Middle School
Street	4730 Sterling Hill Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7460
Principal	Dr. Evelyn Baffico
Email Address	evelynbaffico@antiochschools.net
School Website	www.AntiochSchools.net/BDMS
County-District-School (CDS) Code	07 61648 6113104

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

The Black Diamond community is small and connected. That connectedness has created a peaceful campus with few discipline issues and great opportunities for students to both learn and develop socially in a supportive environment. We are a Project Based Learning school working to bring 21st Century collaboration skills to our students.

Vision

Black Diamond Middle School is a community partner, empowering our students to become lifelong learners and global citizens.

Mission

The staff at Black Diamond Middle School will foster a nurturing environment that promotes and values diversity. We will create a family of confident lifelong learners. All students will leave Black Diamond Middle School, collaborative, technologically savvy, and prepared for the challenge in high school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	3
Grade 7	187
Grade 8	179
Total Enrollment	369

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.8%
Asian	5.1%
Black or African American	31.4%
Filipino	7.9%
Hispanic or Latino	39.8%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	6.2%
White	8.4%
English Learners	10.3%
Foster Youth	1.1%
Homeless	0.5%
Socioeconomically Disadvantaged	70.2%
Students with Disabilities	17.3%

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)	11.40	75.07	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	13.16	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	4.08	41.80	5.65	12115.80	4.41
Unknown	1.10	7.63	32.40	4.38	18854.30	6.86
Total Teaching Positions	15.20	100.00	741.20	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)	12.90	77.02	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.95	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.90	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.95	40.30	5.22	11953.10	4.28
Unknown	0.60	4.11	29.40	3.81	15831.90	5.67
Total Teaching Positions	16.80	100.00	772.40	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	0.70	1.00
Misassignments	1.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

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.

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	0.40	0.10
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.60	0.10

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)	11.3	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)	15.2	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature Common Core 6-8, Pearson, © 2015 (Adopted 1/21/15) ELD Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Math Course 2-3, McGraw-Hill, © 2014, Math Accelerated, McGraw-Hill, © 2014 (Adopted 4/9/14), and Algebra 1, HMH, © 2014 (Adopted 6/11/14)	Yes	0%
Science	California Elevate Science-Integrated, Pearson © 2020 (Adopted 9/23/20)	Yes	0%
History-Social Science	World History : Medieval & Early Modern Times and US History American Stories : Beginnings to World War I, Cengage, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 36 classrooms, a multi-purpose room, a library, a gym, a theater and an administration building. In addition, there are 8 portables on the site. The school was constructed in 1995. The school opened in 1996.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Wing B hallway: Major crack above room 206. Painting needed on the interior of the exit door by bank room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	17	19	27	27	47	46
Mathematics (grades 3-8 and 11)	8	9	14	14	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	359	350	97.49	2.51	19.48
Female	170	167	98.24	1.76	22.29
Male	189	183	96.83	3.17	16.94
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	25.00
Black or African American	107	104	97.20	2.80	10.58
Filipino	31	31	100.00	0.00	29.03
Hispanic or Latino	145	139	95.86	4.14	19.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	9.09
White	30	30	100.00	0.00	40.00
English Learners	45	40	88.89	11.11	2.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	245	97.22	2.78	15.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	64	96.97	3.03	4.69

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	359	350	97.49	2.51	8.86
Female	170	167	98.24	1.76	7.19
Male	189	183	96.83	3.17	10.38
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	10.00
Black or African American	107	104	97.20	2.80	2.88
Filipino	31	30	96.77	3.23	20.00
Hispanic or Latino	145	141	97.24	2.76	10.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	4.76
White	30	30	100.00	0.00	10.00
English Learners	45	44	97.78	2.22	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	244	96.83	3.17	7.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	62	93.94	6.06	1.61

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)	9.83	9.58	15.18	15.38	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	179	172	96.09	3.91	10.47
Female	74	71	95.95	4.05	5.63
Male	105	101	96.19	3.81	13.86
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	16.67
Black or African American	53	51	96.23	3.77	5.88
Filipino	15	14	93.33	6.67	14.29
Hispanic or Latino	69	67	97.10	2.90	4.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	28.57
White	12	11	91.67	8.33	27.27
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	126	122	96.83	3.17	5.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	24	80.00	20.00	12.50

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 7	95	96	96	95	96

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

Black Diamond offers many opportunities for parental involvement during a regular year like those listed below.

Parents on Campus is an opportunity for adults to interact with students in a very natural setting affording them access to adult mentors who can help model social behaviors.

Classroom and Office Support

After School Classes/Clubs

Events: Field Trips, May Day Cultural Heritage Day, Career Fair and Girls Empowerment, and King's Conference

The Girl's Empowerment Club: This group was formed to give our girls the opportunity to be exposed to strong women and many different career

options. Parents may come and share their journey to where they are in their careers or offer tours of their workplace and or job shadowing

opportunities. We now have a Kings Group as well for young men.

Parent Teacher Student Association (PTSA)

School Site Council (SSC)

English Language Advisory Committee (ELAC)

Elevate Youth, and Lincoln Families

For more information on how to participate at Black Diamond Middle School, please contact the school office at 925.779.7460.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	405	140	34.6
Female	201	197	69	35.0
Male	210	208	71	34.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	23	22	0	0.0
Black or African American	134	134	58	43.3
Filipino	33	31	3	9.7
Hispanic or Latino	159	156	55	35.3
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	24	24	13	54.2
White	34	34	9	26.5
English Learners	55	54	15	27.8
Foster Youth	5	5	2	40.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	295	289	117	40.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	73	30	41.1

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	14.96	21.41	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	21.41	0
Female	19.4	0
Male	23.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	38.81	0
Filipino	3.03	0
Hispanic or Latino	14.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	11.76	0
English Learners	5.45	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	24.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	27.03	0

2023-24 School Safety Plan

The Black Diamond Middle School safety plan is current, and procedures are in place for an orderly environment. Preparations for the safety plan are navigated by the Black Diamond Middle School Designed Team, which comprises both certificated and classified staff members. This plan also aligns with the Antioch Unified School Districts Department of Special Education, the Equity and Social-Emotional Supports department, and Thomas Gaines Virtual Academy. All stakeholders participate in monthly drills and activities for emergency preparedness. Cell phones and walkie-talkies are regularly used for communication. BDMS continues to follow the zero-tolerance policy for weapons.

The school's Safety Plan was updated in September 2023 and reviewed by staff, students, and parent groups. It outlines the safety protocols followed by the site, who's responsible and a timeline for practicing the plan's elements as well as outlining the elements. All suspensions and discipline are reported to the California Safe School Assessment and are governed by the California Education Code.

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	14	24		
Mathematics	15	22		
Science	15	24		
Social Science	15	24		

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	27	3	4	5
Mathematics	20	12	4	
Science	24	4	6	4
Social Science	24	5	3	6

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	3	1	4
Mathematics	25	6	8	0
Science	26	4	4	6
Social Science	26	4	2	8

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	369

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,669	\$1,550	\$8,119	\$78,126
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-30.7	-12.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-12.5	-12.3

Fiscal Year 2022-23 Types of Services Funded

BDMS funds programs in three categories to support learners on this campus; Academics, Social-Emotional Support and Behavioral Supports.

Academics

Black Diamond has become a project based learning school in an attempt to close both the cultural and instructional gap our students experience as they struggle to learn. Site funds provide training for staff, hardware and software for students, and time for staff to collaborate with each other and the community around projects. Funds also provide homework assistance and after school intervention help directed at targeted groups of students.

Social - Emotional Support

Restorative Justice, Mindfulness training, self-care activities and trainings are funded by the site to build in supports for students as they try to manage what is an extremely turbulent time in their lives. Lincoln Services has joined the site to provide support to families as well.

Behavioral Supports

PBIS, Positive Behavioral Intervention Supports, Girls Empowerment Project and a Kings group are target programs designed to impact our students and the school's climate by tackling reoccurring and developmental behaviors that students need to end.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Carmen Dragon Elementary 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/fq/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	Carmen Dragon Elementary School
Street	4721 Vista Grande Drive
City, State, Zip	Antioch, CA 94531
Phone Number	(925)779-7475
Principal	Mark Hemauer
Email Address	MarkHemauer@AntiochSchools.net
School Website	www.AntiochSchools.net/CarmenDragon
County-District-School (CDS) Code	07 61648 0106583

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Carmen Dragon Elementary School is a beautiful facility located in southeast Antioch between Hillcrest and Vista Grande Drive. Our school is currently home to approximately 450 students servicing TK-6th graders. We are extremely proud of the teaching and support staff at Carmen Dragon and are committed to providing them with as many tools as possible to prepare our children for the future.

The mission of Carmen Dragon Elementary School, in partnership with our parents and community members, is to empower students, teachers, and parents to be lifelong learners and achievers in an ever-changing world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	71
Grade 2	38
Grade 3	60
Grade 4	52
Grade 5	64
Grade 6	69
Total Enrollment	421

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
American Indian or Alaska Native	1%
Asian	5.7%
Black or African American	30.4%
Filipino	7.8%
Hispanic or Latino	37.1%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	5.5%
White	10.7%
English Learners	12.4%
Foster Youth	2.4%
Homeless	1.2%
Socioeconomically Disadvantaged	62.9%
Students with Disabilities	17.1%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	16.60	80.86	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.86	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	4.52	41.80	5.65	12115.80	4.41
Unknown	2.00	9.72	32.40	4.38	18854.30	6.86
Total Teaching Positions	20.50	100.00	741.20	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)	17.80	89.92	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	10.08	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	19.80	100.00	772.40	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	0.50	0.00
Misassignments	0.00	0.00
Vacant Positions	0.50	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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.

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	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 34 classrooms, a multi-purpose room, a library and an administration building. The school was constructed in 2004. The school opened in 2004.

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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at <http://www.antioch.k12.ca.us>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/22/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Playground: Spongy flooring of the playground equipment has a big chunk taken out. IQ#30402
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys Multi Restroom:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room K2: Thick metal around outside of the window is missing a side piece, glass rattles when door opens & closes... IQ #30393

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)	23	26	27	27	47	46
Mathematics (grades 3-8 and 11)	21	20	14	14	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	253	248	98.02	1.98	25.81
Female	126	123	97.62	2.38	34.15
Male	127	125	98.43	1.57	17.60
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	17.65
Black or African American	76	76	100.00	0.00	18.42
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	90	86	95.56	4.44	25.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	28	28	100.00	0.00	21.43
English Learners	38	34	89.47	10.53	14.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	167	99.40	0.60	19.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	3.77

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	253	252	99.60	0.40	20.32
Female	126	126	100.00	0.00	22.22
Male	127	126	99.21	0.79	18.40
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	11.11
Black or African American	76	76	100.00	0.00	8.00
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	90	89	98.89	1.11	20.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	25.00
White	28	28	100.00	0.00	28.57
English Learners	38	38	100.00	0.00	7.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	168	168	100.00	0.00	12.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	9.62

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)	17.57	7.25	15.18	15.38	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	69	69	100.00	0.00	7.25
Female	37	37	100.00	0.00	10.81
Male	32	32	100.00	0.00	3.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	28	28	100.00	0.00	3.57
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	4.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	96	96	96	96	96

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

Carmen Dragon Elementary offers multiple opportunities for parent involvement. Parents are an integral part of their child's education and their support and active involvement in their students' educational experiences is appreciated. Parents are encouraged to run for or attend School Site Council and join the English Learner Advisory Committee. Staff welcome parents into the classroom as helpers, chaperones, classroom sponsors and visitors. Additionally, Carmen Dragon Elementary offers multiple family engagement opportunities throughout the school year including Recess Night, Winter Celebration, and Field Day.

For more information on how to participate at Carmen Dragon Elementary School, please contact the school office at 925.779.7475.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	456	201	44.1
Female	243	231	96	41.6
Male	239	225	105	46.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	30	30	8	26.7
Black or African American	151	139	71	51.1
Filipino	38	36	10	27.8
Hispanic or Latino	172	165	69	41.8
Native Hawaiian or Pacific Islander	8	8	7	87.5
Two or More Races	24	24	13	54.2
White	53	48	22	45.8
English Learners	68	67	20	29.9
Foster Youth	16	10	4	40.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	318	299	153	51.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	97	88	44	50.0

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	6.56	6.85	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.85	0
Female	3.29	0
Male	10.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.67	0
Black or African American	11.92	0
Filipino	0	0
Hispanic or Latino	5.81	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	3.77	0
English Learners	4.41	0
Foster Youth	18.75	0
Homeless	0	0
Socioeconomically Disadvantaged	8.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.46	0

2023-24 School Safety Plan

The School Safety Plan is updated and approved annually by the School Site Council. The plan outlines appropriate strategies and procedures that are in place to maintain an orderly and safe environment. The safety plan includes disaster and emergency preparedness guidelines, appropriate drills and rules and procedures related to safety. Fire drills occur monthly and disaster drills occur quarterly. Visitor sign-in and sign-out is enforced. Badges are issued to all visitors and volunteers. Carmen Dragon has two-way radios that are maintained by office personnel, custodian and pupil supervisors to be used for communication. AUSD has a zero-tolerance policy for weapons and illegal drugs. All suspensions, expulsions and discipline are reported to the California Safe School Assessment. The annually updated safety plan will be sent to the School Site Council for approval in January 2024 and was last approved in January of 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	1	
1	22	4	4	1
2	17	8		1
3	23	4	4	1
4	21	4	4	1
5	25	5	4	1
6	24	8	9	3
Other	8	8		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	38		1	1
1	20	4	4	
2	28		4	
3	26		3	
4	26		8	
5	29		8	
6	26	2	15	
Other	17	8	5	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31	1	1	1
1	24	0	9	0
2	20	2	3	0
3	26	0	6	0
4	29	0	3	0
5	23	3	3	0
6	22	7	14	0
Other	41	6	3	1

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	421

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$10,045	\$3,271	\$6,773	\$87,809
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-48.1	-0.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-12.8	-0.6

Fiscal Year 2022-23 Types of Services Funded

Four instructional assistants provide reading intervention in a pull-out model with small groups of students. One bilingual instructional assistant provides pull-out English Language Development for small groups of students who are English Language Learners. Professional development is focused on lesson planning, data analysis and intervention. A part-time bilingual office clerk is available to help support second language families. After school tutoring is provided to support students who are not proficient in math.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Dallas Ranch Middle 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	Dallas Ranch Middle School
Street	1401 Mt. Hamilton Street
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7485
Principal	Bridget R. Spires
Email Address	BridgetSpires@AntiochSchools.net
School Website	www.AntiochSchools.net/DRMS
County-District-School (CDS) Code	07 61648 0100479

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Our Vision for Dallas Ranch:

Dallas Ranch Middle School will be a school of excellence; strongly connected in the community where students achieve their full potential academically. We will focus on students' positive character development so students are prepared for success in high school, college, and careers. We want students to make positive contributions in the community.

Dallas Ranch Middle School Mission:

Our responsibility is to prepare every student for success in high school and beyond.

At Dallas Ranch Middle School:

We believe that ALL members of the school community: students, parents, teachers, administrators, and support staff must model good character by displaying trustworthiness, respectfulness, responsibility, fairness, caring, and positive citizenship.

We are a place that values diversity, where students are active participants and feel a sense of belonging and pride. Aviators learn to be responsible for the success for themselves and others.

Students understand the importance of learning and have a desire to achieve to the best of their ability. They receive support in their academic endeavors and learn to be critical thinkers.

Aviators are well-rounded individuals with opportunities to develop their bodies and minds through sports, clubs, electives, and other extra-curricular activities.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	255
Grade 7	230
Grade 8	225
Total Enrollment	710

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	0.6%
Asian	8.7%
Black or African American	30.1%
Filipino	8.5%
Hispanic or Latino	38.9%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	4.5%
White	7.2%
English Learners	15.6%
Foster Youth	1.1%
Homeless	1.3%
Socioeconomically Disadvantaged	73.5%
Students with Disabilities	13.7%

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)	30.90	84.70	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.47	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	7.82	41.80	5.65	12115.80	4.41
Unknown	0.70	2.02	32.40	4.38	18854.30	6.86
Total Teaching Positions	36.50	100.00	741.20	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)	25.60	74.56	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	5.81	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	9.30	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	3.31	40.30	5.22	11953.10	4.28
Unknown	2.30	6.95	29.40	3.81	15831.90	5.67
Total Teaching Positions	34.40	100.00	772.40	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	3.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.20

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.

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	1.70	0.60
Local Assignment Options	1.10	0.50
Total Out-of-Field Teachers	2.80	1.10

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)	0	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.5	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature Common Core 6-8, Pearson, © 2015 (Adopted 1/21/15) ELD Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Math Course 1-3, McGraw-Hill, © 2014, Math Accelerated, McGraw-Hill, © 2014 (Adopted 4/9/14), and Algebra 1, HMH, © 2014 (Adopted 6/11/14)	Yes	0%
Science	California Elevate Science-Integrated, Pearson © 2020 (Adopted 9/23/20)	Yes	0%
History-Social Science	World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 48 classrooms, a multi-purpose room, a gym, a library and an administration building. The school was constructed in 2003. The school opened in 2003

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/21/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	300 Boys Restroom: Missing exhaust vent cover. 400 Lower Hallway: Broken floor tiles. Broken exit sign. 400 Upper Hallway: Stair tread damaged. Damaged ceiling tiles. Bad ballast 600 Upper Hallway: Broken floor tiles. 601-606 Common Area: Broken floor tiles. Baseboard loose. Wall damage by 604 door. Boy's Locker Room: Bad ballast. Wall damage by drinking fountains. Conference Room 122: 3 bad ballasts. Wall damage. First Aid RR: Wall damage. Gym: Overhead light out. Wall damage. Library: 2 can lights out. 1 overhead light out. Chipped countertop. MU Staff RRs: Wall covering torn. Multi: Broken floor tiles. 1 LED overhead light out. Electrical cover missing on stage. Cracked floor tiles. Room 415: Wall damage. Room 416: Wall damage. Room 417: No Williams posting. Wall damage. Room 502: Wall damage by window. Room 601: Wall damage by door. Room 602: Wall damage on back wall. Room 603: Wall damage by door and back wall. Room 604: Wall damage. Room 605: No Williams posting. Wall damage by door. Room 606: Wall damage by door and back wall. Room 608: Wall damage. Room 609: Wall damage. Room 610: Wall damage by doors. Room 611: Wall damage by back door. Room 613: Wall damage. Room 614: Damaged blinds. Room 615: Torn carpet by teacher's desk. Room 617: Broken ceiling tile. Room 620: Wall damage by back window. Room 621: Wall damage by door and back wall. Room 622: Wall damage. Room 624: Wall damage by back windows. Room 701: Stained ceiling tiles. Loose sink faucet. Wall damage.

School Facility Conditions and Planned Improvements

				Room 702: Loose sink faucet. Wall damage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		400 Lower Hallway: Broken floor tiles. Broken exit sign. 400 Upper Hallway: Stair tread damaged. Damaged ceiling tiles. Bad ballast Boy's Locker Room: Bad ballast. Wall damage by drinking fountains. Conference Room 122: 3 bad ballasts. Wall damage. Gym: Overhead light out. Wall damage. Kitchen: 9 bad ballasts. Library: 2 can lights out. 1 overhead light out. Chipped countertop. Multi: Broken floor tiles. 1 LED overhead light out. Electrical cover missing on stage. Cracked floor tiles. Principal's Office: Bad ballast. Room 302: Bad ballast. Room 410: Bad ballasts. Room 703: Broken outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		300 Girls Restroom: Sink is broken. Sink faucet has no flow. 400 Boys Restroom: Sink faucet has low flow. Girl's Locker Room: Sink has no flow in restroom area. Room 127: Faucet leaking when turned on. Room 503: Faucet handle broken. Room 701: Stained ceiling tiles. Loose sink faucet. Wall damage. Room 702: Loose sink faucet. Wall damage.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	28	27	27	27	47	46
Mathematics (grades 3-8 and 11)	14	13	14	14	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	685	657	95.91	4.09	26.88
Female	340	330	97.06	2.94	29.48
Male	345	327	94.78	5.22	24.22
American Indian or Alaska Native	--	--	--	--	--
Asian	58	56	96.55	3.45	45.45
Black or African American	200	192	96.00	4.00	15.96
Filipino	58	58	100.00	0.00	48.28
Hispanic or Latino	269	255	94.80	5.20	24.80
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	27.27
Two or More Races	32	31	96.88	3.12	25.81
White	53	50	94.34	5.66	34.00
English Learners	102	93	91.18	8.82	6.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	31.03
Socioeconomically Disadvantaged	501	478	95.41	4.59	22.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	89	93.68	6.32	1.15

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	683	646	94.58	5.42	13.02
Female	340	323	95.00	5.00	11.49
Male	343	323	94.17	5.83	14.55
American Indian or Alaska Native	--	--	--	--	--
Asian	58	56	96.55	3.45	29.09
Black or African American	200	186	93.00	7.00	6.99
Filipino	58	58	100.00	0.00	22.41
Hispanic or Latino	268	251	93.66	6.34	11.16
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	18.18
Two or More Races	32	30	93.75	6.25	10.00
White	52	51	98.08	1.92	17.65
English Learners	102	90	88.24	11.76	2.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	29	100.00	0.00	20.69
Socioeconomically Disadvantaged	500	469	93.80	6.20	10.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	94	85	90.43	9.57	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	17.80	14.68	15.18	15.38	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	225	218	96.89	3.11	14.68
Female	109	104	95.41	4.59	11.54
Male	116	114	98.28	1.72	17.54
American Indian or Alaska Native	0	0	0	0	0
Asian	19	18	94.74	5.26	33.33
Black or African American	74	70	94.59	5.41	5.71
Filipino	21	21	100.00	0.00	19.05
Hispanic or Latino	81	79	97.53	2.47	17.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	17.65
English Learners	26	23	88.46	11.54	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	26.32
Socioeconomically Disadvantaged	157	151	96.18	3.82	11.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	3.13

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 7	86	88	90	91	95

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

Parents have numerous opportunities to become involved at Dallas Ranch Middle School. The PTSA, School Site Council, ELAC, Sports Programs, and other parent volunteer programs/opportunities offer a variety of ways to promote parent involvement. The staff encourages parents to communicate through Aeries/Parent Portal, email, phone or face to face meetings. Parents need to be involved in all aspects of their child's education and the DRMS staff is here to ensure it happens by working as partners with families to promote excellence in learning. Throughout the year, we have many opportunities for parents to visit the school, Back to School Night, Open House, Band and Orchestra concerts, student talent show, Parent Conferences (Fall and Spring), SST and SART Meetings, and other parent meetings to inform our community of what is happening at Dallas Ranch. Communications through our newsletter, school website and daily news emails, assignment calendar emails, DRMS/PTSA website and our phone outreach system keep parents informed of upcoming events.

For more information on how to participate at Dallas Ranch Middle School, please contact the school office at 925.779.7485.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	802	765	248	32.4
Female	397	377	117	31.0
Male	405	388	131	33.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	4	2	50.0
Asian	65	63	10	15.9
Black or African American	249	234	95	40.6
Filipino	62	60	10	16.7
Hispanic or Latino	312	298	102	34.2
Native Hawaiian or Pacific Islander	11	11	4	36.4
Two or More Races	37	36	9	25.0
White	59	57	14	24.6
English Learners	133	129	44	34.1
Foster Youth	14	14	7	50.0
Homeless	13	12	5	41.7
Socioeconomically Disadvantaged	593	571	205	35.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	116	53	45.7

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	21.80	17.96	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.25	0.12	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.96	0.12
Female	14.36	0
Male	21.48	0.25
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.15	0
Black or African American	34.54	0.4
Filipino	8.06	0
Hispanic or Latino	8.33	0
Native Hawaiian or Pacific Islander	36.36	0
Two or More Races	21.62	0
White	15.25	0
English Learners	6.02	0
Foster Youth	50	0
Homeless	23.08	0
Socioeconomically Disadvantaged	19.9	0.17
Students Receiving Migrant Education Services	0	0
Students with Disabilities	31.67	0

2023-24 School Safety Plan

Dallas Ranch has a comprehensive school safety plan and is part of the district's emergency plan. Students practice safe procedures for Fire Drills, Shelter in Place, Duck and Cover Earthquake procedures and are informed of other disaster information. Staff is also assigned to specific duties in the event of an emergency situation. DRMS continues to utilize our video surveillance cameras to monitor the outside areas during schools hours as well as after school hours. This system helps with safety and vandalism. (Revised: March 1, 2023)

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	12	50		
Mathematics	14	42		
Science	14	42		
Social Science	14	45		

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	15	11	4
Mathematics	21	13	9	1
Science	21	9	14	
Social Science	24	7	8	6

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	21	9	10	3
Mathematics	26	2	13	2
Science	25	4	8	6
Social Science	27	3	8	6

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	710

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,710	\$1,423	\$8,287	\$88,303
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-28.7	0.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-14.1	-0.1

Fiscal Year 2022-23 Types of Services Funded

Dallas Ranch Middle School utilizes its categorical funding to support our English Learners and their families by providing a Bilingual Instructional Assistant. To mitigate progressive discipline consequences and suspensions, we utilize an on campus Wellness/Reflection room which is also funded with categorical dollars. We currently have support services from Bridge Builders to the Next Generation, One Day At a Time (ODAT), and a the Student/Family Engagement Program to connect students in self reflection, conflict mediation, and emotional support. Additionally, we utilize two Student Support Counselors, funded through District, to provide social and emotional support to our at-risk students specifically regarding truancy, behavior, and academic improvement.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Deer Valley 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/fq/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	Deer Valley High School
Street	4700 Lone Tree Way
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7570
Principal	Veronica McLennan
Email Address	VeronicaMcLennan@AntiochSchools.net
School Website	www.AntiochSchools.net/DVHS
County-District-School (CDS) Code	07 61648 0730465

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Deer Valley High School is a 9-12 comprehensive high school that strives to develop critical thinkers and problem solvers, through a challenging and engaging curriculum, in order for them to achieve their fullest potential. At Deer Valley we believe in providing students with relevant skills, through positive relationships and academic/career pathways that will meet the demands of a changing world.

Deer Valley utilizes the Academy model to provide students with both socio-emotional and academic support to prepare them for college and career. The four academies are: Business and Technology, Law and Justice, Academic Challenge and Enrichment, Deer Valley Academy of Performing Arts. Within the Academies students can participate in pathways such as: Video Production, Culinary Arts, and Biomedical.

Deer Valley serves a very diverse population. Our two largest student groups are Hispanic (38%) African Americans (30%), followed by White (11%), and Filipino (9%). Other student groups include Asian (6.3%), and the American Indian or Alaskan native subgroups (0.7%).

Our student population includes 11.8 % English Learners, 2% Foster Youth and 17.7% Students with disabilities.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	501
Grade 10	438
Grade 11	466
Grade 12	446
Total Enrollment	1,851

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.5%
American Indian or Alaska Native	0.4%
Asian	6%
Black or African American	28.6%
Filipino	9.8%
Hispanic or Latino	39.9%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.1%
White	9.6%
English Learners	12.8%
Foster Youth	2.1%
Homeless	1.2%
Socioeconomically Disadvantaged	72.4%
Students with Disabilities	19.3%

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)	60.30	77.28	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	2.70	3.58	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.20	9.29	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	5.20	41.80	5.65	12115.80	4.41
Unknown	3.60	4.63	32.40	4.38	18854.30	6.86
Total Teaching Positions	78.00	100.00	741.20	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)	56.10	69.53	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	4.20	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.70	12.08	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.70	8.42	40.30	5.22	11953.10	4.28
Unknown	4.60	5.71	29.40	3.81	15831.90	5.67
Total Teaching Positions	80.60	100.00	772.40	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	1.20	7.20
Misassignments	6.00	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.20	9.70

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.

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	2.70	5.40
Local Assignment Options	1.30	1.30
Total Out-of-Field Teachers	4.00	6.70

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)	9.1	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.2	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 - Common Core Literature 9, Pearson, © 2015 (Adopted 1/21/15) English 10 - Common Core Literature 10, Pearson, © 2015 (Adopted 1/21/15) English 11 - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) English 12 - Expository Reading and Writing Course, Center for Adv. of Reading, © 2021 (Adopted 5/30/13) Creative Writing - Sound and Sense: An Intro to Poetry, HMH, © 1992 (Adopted 9/24/99) AP English Lit and Comp - Expository Reading and Writing Course, Center for Adv. of Reading, © 2020 (Adopted 5/30/13) AP Language and Comp - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1, Geometry, and Algebra 2, CPM, © 2014 (Adopted 6/11/14) Pre-Calculus - Pre Calculus with Limits, Cengage, © 2007 (Adopted 5/23/08) Math Endeavor – Mathematics : a Human Endeavor, South-Western, © 1994 (Adopted 2/11/09) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21) AP Statistics - The Practice of Statistics, Freeman, © 2020 (Adopted 5/12/21) AP Calculus AB - Calculus for AP-2nd Edition, Cengage, © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19) Biotechnology 1/2 & 3/4 - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) Earth Science - Earth Science, McGraw-Hill, © 2007 (Adopted 1/23/07) Chemistry - Inspire Chemistry, McGraw Hill, © 2020 (Adopted 5/12/21) Chemistry in the Community - Chemistry in the Community, Freeman, © 2006 (Adopted 1/23/07) Physics - Physics McGraw Hill; Glencoe © 2017 (Adopted 6/15/22) Physiology -Savvas Marieb: Essentials of Human anatomy and Physiology, Savvas ©2022 (Adopted 6/15/22)	Yes	0%

	Principles of Ecology - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) AP Biology - Biology in Focus, Pearson, © 2017 (Adopted 5/25/16) AP Environmental Science - Environment Science for AP, Freeman, © 2015 (Adopted 4/26/17) Analytical Forensic Science-Pearson © 2018 (Adopted 6/28/23)		
History-Social Science	World History - World History, Pearson, © 2019 (Adopted 4/25/18) US History - US History, Pearson, © 2019 (Adopted 4/25/18) American Government - Magruder's American Government, Pearson, © 2019 (Adopted 4/25/18) AP Macroeconomics - AP Economics, McGraw-Hill, © 2018 (Adopted 4/25/18) Economics - Economics, Pearson, © 2019 (Adopted 4/25/18) Psychology - Exploring Psychology, MacMillian, © 2014 (Adopted 7/2/15) AP World History - AP Traditions & Encounters, McGraw-Hill, © 2017 (Adopted 2/17/16) AP US History - By the People, Pearson, © 2014 (Adopted 10/22/14) AP Psychology - Myers' Psychology for AP, Worth Publishing, © 2011 (Adopted 7/19/10) AP American Government/ Politics - AP Government, Pearson, © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	Spanish I - Auténtico Level 1, Pearson, © 2017 (Adopted 4/26/17) Spanish II - Auténtico Level 2, Pearson, © 2017 (Adopted 4/26/17) Spanish III - Auténtico Level 3, Pearson, © 2017 (Adopted 4/26/17) Spanish for Spanish Speakers - Sendas, Pearson, © 2005 (Adopted 4/26/17) AP Spanish - Abrien, Paso Lecturas y Temas Lecturas, Pearson, © 2014 (Adopted 4/26/17) French I - T'es branché? Level 1, EMC School, © 2017 (Adopted 4/26/17) French II - T'es branché? Level 2, EMC School, © 2017 (Adopted 4/26/17) French III - T'es branché? Level 3, EMC School, © 2017 (Adopted 4/26/17)	Yes	0%
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

This school has 102 classrooms, a multi-purpose room, a library, two gyms, a theater and an administration building. In addition, there are 18 portables on the site. The school was constructed in 1996. The school opened in 1996.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

4/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			:West Cafeteria:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			House 4 Admin: 4 bad ballasts in staff lounge, IQ placed Room 102: The left window blind bracket needs to be replace. IQ placed. Bad Ballasts IQ placed. Room 109: Bad ballast, IQ placed. Room 111: Bad ballast, IQ placed. Room 113: Bad ballast, IQ placed. Room 117: Bad ballast, IQ placed. Room 119: Bad ballasts, IQ placed. Room 306: Bad ballasts, IQ placed. Room 316: Broken tombstone, IQ placed. Room 412: Bad ballast, IQ placed. Room 415: Bad ballast, IQ placed. Room 416: Bad ballast, IQ placed. Room 419: Bad ballast, IQ placed. Room 421: Bad ballasts, IQ placed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			East Cafeteria: Plants growing in gutters southside, IQ placed. House 1 Building: IQ placed for gutters to be cleaned from 101 to 109 plants are growing in the gutters. House 4 Building:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			House 3 Admin: No glass window in office door 332, IQ placed. Room 102: The left window blind bracket needs to be replaced. IQ placed. Bad Ballasts IQ placed. Room 104: Cracked window, IQ placed Room 201: Needs new blinds, left side, IQ placed. Room 203: Needs new blinds, left side, IQ placed. Room 204: needs new blinds, left and right sides, IQ placed.

School Facility Conditions and Planned Improvements				
				Room 213: Needs new blinds, left side, IQ placed. Room 406: Blinds are damaged, IQ placed.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	State Priority: Pupil Achievement The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4): Statewide Assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities). The CAASPP System encompasses the following assessments and student participation requirements: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	51	56	27	27	47	46
Mathematics (grades 3-8 and 11)	21	18	14	14	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	435	423	97.24	2.76	56.03
Female	200	197	98.50	1.50	64.97
Male	233	224	96.14	3.86	48.66
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	75.86
Black or African American	131	129	98.47	1.53	41.86
Filipino	57	56	98.25	1.75	69.64
Hispanic or Latino	166	161	96.99	3.01	57.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	66.67
White	27	26	96.30	3.70	61.54
English Learners	48	47	97.92	2.08	14.89
Foster Youth	12	12	100.00	0.00	25.00
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	48.15
Socioeconomically Disadvantaged	320	313	97.81	2.19	52.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	15.19

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	436	425	97.48	2.52	18.12
Female	200	197	98.50	1.50	17.77
Male	234	226	96.58	3.42	18.58
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	41.38
Black or African American	131	130	99.24	0.76	7.69
Filipino	57	56	98.25	1.75	30.36
Hispanic or Latino	167	162	97.01	2.99	14.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	33.33
White	27	26	96.30	3.70	30.77
English Learners	49	48	97.96	2.04	4.17
Foster Youth	13	13	100.00	0.00	7.69
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	18.52
Socioeconomically Disadvantaged	321	315	98.13	1.87	14.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	1.27

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)	21.19	20.40	15.18	15.38	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	822	804	97.81	2.19	20.90
Female	388	382	98.45	1.55	18.85
Male	430	418	97.21	2.79	22.97
American Indian or Alaska Native	--	--	--	--	--
Asian	65	64	98.46	1.54	43.75
Black or African American	231	227	98.27	1.73	12.33
Filipino	93	91	97.85	2.15	26.37
Hispanic or Latino	317	309	97.48	2.52	17.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	35	92.11	7.89	28.57
White	69	69	100.00	0.00	34.78
English Learners	98	95	96.94	3.06	5.26
Foster Youth	18	18	100.00	0.00	11.11
Homeless	--	--	--	--	--
Military	53	52	98.11	1.89	13.46
Socioeconomically Disadvantaged	583	571	97.94	2.06	16.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	144	95.36	4.64	7.64

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

At Deer Valley High School, we offer a variety of Career Technical Education (CTE) programs and pathways aligned with the California CTE Model Curriculum Standards and Framework and the Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies such as Culinary Arts, Business, Marketing, Graphic Communication, Stagecraft, and Interior Design. All courses utilize standards-based instruction and are taught within 100 minute blocks. Our CTE programs and pathways provide current and relevant opportunities for students to attain knowledge, attitudes, and skills required for entry into careers represented in our region. These courses are reviewed annually to ensure relevance and sequential alignment with state expectations. Academies maintain professional partnerships with the local and regional businesses to ensure the skills taught continue to be aligned with industry standards and to provide internship opportunities.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	521
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.4
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	94.99
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	28.45

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	94	93	95	93	97

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
Working in partnership with our parents and families is a top priority here at Deer Valley High School. We seek parent input and involvement by inviting parents to be a part of our School Site Council, English Learner Advisory Committee, Deer Valley High School Educational Advancement Foundation, and our Parent Teacher Organization. In addition Deer Valley hosts monthly opportunities to meet with the principal, and parent informational nights.
Parents receive weekly newsletters outlining upcoming events and announcements and are encouraged to fill out needs assessments and surveys to ensure we are adequately meeting the needs of our students and families.
For more information on how to participate at Deer Valley High School, please contact the school office at 925.779.7570.

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	4.3	8.4	7.2	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	93.1	87.8	89.1	85.6	83.6	81.8	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	403	359	89.1
Female	196	180	91.8
Male	205	177	86.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	38	33	86.8
Black or African American	99	85	85.9
Filipino	38	37	97.4
Hispanic or Latino	158	140	88.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	17	85.0
White	46	43	93.5
English Learners	62	48	77.4
Foster Youth	14	7	50.0
Homeless	14	10	71.4
Socioeconomically Disadvantaged	310	272	87.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	72	56	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	2103	2001	672	33.6
Female	989	941	333	35.4
Male	1103	1050	334	31.8
Non-Binary	11	10	5	50.0
American Indian or Alaska Native	7	7	3	42.9
Asian	127	122	30	24.6
Black or African American	623	588	228	38.8
Filipino	188	185	38	20.5
Hispanic or Latino	842	795	269	33.8
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	108	105	41	39.0
White	195	186	59	31.7
English Learners	299	282	84	29.8
Foster Youth	77	67	31	46.3
Homeless	25	24	9	37.5
Socioeconomically Disadvantaged	1552	1478	529	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	423	405	187	46.2

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	8.20	7.13	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.10	0.05	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.13	0.05
Female	6.47	0
Male	7.8	0.09
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.57	0
Black or African American	13.64	0.16
Filipino	1.6	0
Hispanic or Latino	5.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.48	0
White	3.59	0
English Learners	5.69	0
Foster Youth	20.78	0
Homeless	12	0
Socioeconomically Disadvantaged	7.6	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.06	0

2023-24 School Safety Plan

Deer Valley's Site Safety plan is updated annually by the Safety Committee and reviewed by school administration, the leadership team, and approved by the School Site Council. This review includes site wide training and drills to ensure we are prepared in the event of an emergency, as well as an inspection of emergency kits, fire extinguishers, and posting of evacuation routes.

The Site Safety Plan includes procedures for supervising activities, safe entrance and exit, and procedures for responding to emergency situations such as threats, overdoses, and the evacuation of students with special needs. The most recent plan was approved by the SSC in February of 2023

Deer Valley is monitored by several surveillance cameras and the Site Safety Team. The Site Safety Team, Office Staff, and Administrators have been trained in de-escalation procedures and strategies.

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	14	137		
Mathematics	14	123		
Science	15	90		
Social Science	15	121		

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	36	23	16
Mathematics	23	27	29	13
Science	26	15	19	14
Social Science	30	10	16	31

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	26	20	21	30
Mathematics	22	28	22	22
Science	29	9	15	22
Social Science	32	4	12	36

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	617

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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,338	\$1,711	\$7,626	\$90,013
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-36.8	1.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.5	1.9

Fiscal Year 2022-23 Types of Services Funded

Deer Valley offers several programs that provide both enrichment and intervention support to our student body. Students have access to academic advising, tutoring, credit recovery, mentoring, social emotional support, as well as extracurricular opportunities. Deer Valley partners with several community based organizations such as Family Purpose and Bridge Builders to provide mentoring services, and provides access to the Wellness Center for students where students can receive support with managing stress, anxiety, and learn about self care. In addition to these supports, we have a partnership with the Destination College Advisory Council out of UC Berkeley and UC San Francisco Trio Group to provide academic advising to first-generation college applicants.

In addition to supporting our students, we strive to engage our parents and community through information workshops focused on College and Career readiness, financial aid workshops, as well as alcohol and drug prevention. Additional efforts are made to especially engage the families of our English Learners and at-risk students' families through advisory committees, and parent meetings.

In an effort to increase communication with parents DVHS has a bi-lingual office clerk and support personnel to maintain our social media and communication platforms.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	17.3

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	1
English	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Diablo Vista Elementary 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	Diablo Vista Elementary School
Street	4791 Prewett Ranch Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7470
Principal	Bonny Bausola
Email Address	BonnyBausola@AntiochSchools.net
School Website	www.antiochschools.net/DiabloVista
County-District-School (CDS) Code	07 61648 6117501

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Diablo Vista Elementary School is a beautiful facility located in southeast Antioch on Prewett Ranch Drive. Our school is currently home to approximately 500 students in grades TK-5th. We have a wonderful staff at Diablo Vista and we are committed to providing them with as many resources as possible, so they have the tools they need to prepare our students for college, careers and life.

The mission of Diablo Vista is to prepare students to become contributing, successful members of society. We strive to help students grow and achieve both academically and socially, with an understanding of essential life skills; to provide a learning environment and instructional programs that allows all students every opportunity to reach their fullest potential; to provide a safe, uplifting school climate that creates a sense of belonging and empowers students to make positive decisions about their lives and education.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	68
Grade 2	67
Grade 3	81
Grade 4	89
Grade 5	69
Total Enrollment	470

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.4%
Asian	6%
Black or African American	31.1%
Filipino	7.9%
Hispanic or Latino	39.4%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	6%
White	7.4%
English Learners	14.3%
Foster Youth	0.2%
Homeless	1.5%
Socioeconomically Disadvantaged	61.5%
Students with Disabilities	13.8%

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)	22.40	100.00	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	0.00	0.00	32.40	4.38	18854.30	6.86
Total Teaching Positions	22.40	100.00	741.20	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)	22.20	99.11	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.89	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	22.40	100.00	772.40	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	0.20
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 7 portables on the site. The school was constructed in 2000. The school opened in 2000.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 16: SMELLS LIKE GAS INSIDE ROOM
Interior: Interior Surfaces	X			: OK
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical	X			Library: LIBRARY: COMMENTS: Multi: 25 LIGHTS ARE OUT (VAULTED CEILING-NEED LIFT TO REACH THEM) Music Room: 7 LIGHTS ARE OUT (VAULTED CEILING-NEED LIFT TO REACH THEM) SPEECH RM: COMMENTS:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			LIBRARY: COMMENTS: Port 29: WOOD IS ROTTED IN THE BACK OF PORTABLE Port 30: WOOD IS ROTTED IN THE BACK OF PORTABLE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 20:

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)	33	36	27	27	47	46
Mathematics (grades 3-8 and 11)	22	30	14	14	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	236	233	98.73	1.27	36.48
Female	102	101	99.02	0.98	31.68
Male	134	132	98.51	1.49	40.15
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	38.46
Black or African American	73	72	98.63	1.37	33.33
Filipino	21	21	100.00	0.00	66.67
Hispanic or Latino	91	89	97.80	2.20	31.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	16	16	100.00	0.00	31.25
English Learners	38	37	97.37	2.63	16.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	141	140	99.29	0.71	24.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	8.16

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	236	233	98.73	1.27	30.47
Female	101	100	99.01	0.99	21.00
Male	135	133	98.52	1.48	37.59
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	46.15
Black or African American	73	72	98.63	1.37	23.61
Filipino	21	21	100.00	0.00	57.14
Hispanic or Latino	91	89	97.80	2.20	26.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	16	16	100.00	0.00	25.00
English Learners	38	37	97.37	2.63	21.62
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	22.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	8.16

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	18.84	36.36	15.18	15.38	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	67	66	98.51	1.49	36.36
Female	26	26	100.00	0.00	42.31
Male	41	40	97.56	2.44	32.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	37.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	31.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

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 5	100	100	100	98	100

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

Educating students is a team responsibility which begins with the family, extends to the school and encompasses the entire community. Diablo Vista Elementary offers multiple opportunities for parental involvement within the school community. Those interested in curriculum and school climate are encouraged to participate in the School Site Council and/or the PTO. Parents who are interested in volunteering on campus in the classrooms are encouraged to contact their child's teacher to offer their assistance. There are also a variety of events that take place throughout the school year and are sponsored by the PTO. The PTO functions and relies on the strength of its membership. Parents are encouraged to attend monthly PTO meetings and volunteer for events such as the Ice Cream Social, Game Night, Community Read-In, fundraisers and more. Finally, principal, counselor and PTO Newsletters highlight upcoming events and additional ways for parents to get involved in their child's education.

For more information on how to participate at Diablo Vista Elementary School, please contact the school office at 925.779.7470. If you are interested in joining the PTO, feel free to email our PTO President, Rosalie Campbell at rosaliecampbell@antiochschools.net. You may also email the principal directly at bonnybausola@antiochschools.net.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	499	159	31.9
Female	248	237	78	32.9
Male	270	262	81	30.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	34	33	6	18.2
Black or African American	170	160	58	36.3
Filipino	39	38	7	18.4
Hispanic or Latino	194	190	61	32.1
Native Hawaiian or Pacific Islander	10	10	7	70.0
Two or More Races	31	28	8	28.6
White	38	38	11	28.9
English Learners	85	84	23	27.4
Foster Youth	4	3	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	321	308	115	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	81	34	42.0

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	0.00	1.35	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0
Female	0.81	0
Male	1.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.94	0
Filipino	0	0
Hispanic or Latino	0.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.63	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.53	0

2023-24 School Safety Plan

Diablo Vista has a comprehensive School Safety Plan which outlines state, district, and school policies and procedures. This plan is reviewed and updated annually by Diablo Vista's Safety Committee and the School Site Council. Staff participates in ongoing safety training at staff meetings and school-wide emergency practice drills are implemented each month. Our School Safety Plan was reviewed and approved by our School Site Council last school year on February 16, 2023 and still remains in effect. In addition, our School Safety Committee is currently in the process of reviewing and updating the School Safety Plan for 2023-2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	8		
1	44	6		6
2	43	7		6
3	38	5		6
4	46	5		6
5	37	8	2	5
Other	7	2		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	19	12		
2	20	12		
3	20	8	4	
4	27		8	
5	32		8	
Other	16	8		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	0
1	23	0	12	0
2	22	0	12	0
3	26	0	12	0
4	28	0	12	0
5	31	0	8	0
6	0	0	0	0
Other	15	4	0	0

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	470

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

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	\$10,542	\$2,082	\$8,460	\$101,340
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-26.7	13.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	2.4	13.7

Fiscal Year 2022-23 Types of Services Funded

Diablo Vista Elementary School used the majority of our site funds to fund three part-time reading teachers who provided reading intervention services in small groups to our primary students. Diablo Vista also funded one intervention substitute who provided reading and math intervention for 4th and 5th grade students who were not proficient in the grade level standards. In addition, site funds were used to host student centered events, such as Kindness Month, maintain our copy machines, purchase intervention, office and classroom materials, as well as novels for intermediate students. Site funds were also used to purchase a variety of student rewards and incentives, to replace broken/aging equipment and to provide professional development opportunities for our staff.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Dozier-Libbey Medical 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	Dozier-Libbey Medical High School
Street	4900 Sand Creek Road
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7540
Principal	Karen Clark
Email Address	KarenClark@AntiochSchools.net
School Website	www.AntiochSchools.net/DLMHS
County-District-School (CDS) Code	07 61648 0117218

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Vision Statement:

"Every student valued, every student challenged, every student prepared to succeed in a changing world."

Mission Statement:

"DLMHS exists to challenge students with exciting rigorous instruction that prepares them with the knowledge and experience to succeed in health science professions and college"

Dozier-Libbey Medical High School prepares students for success in college and careers in health care. The exciting and engaging curriculum prepares students for all areas of health-related careers such as, but not limited to: physician, physician assistant, nurse, nurse assistant, dentist, dental assistant, veterinarian, physical therapist, lab technician, surgical technician, radiologist, respiratory therapist, psychologist, medical front and back office personnel, nutritionist, sports medicine therapist, research associate, pharmacist, pharmacy technician, and more.

The health career theme is integrated throughout all subject areas. In addition, students have a series of health science courses with subject matter such as medical terminology, medical career exploration, safety and first aid, ethical and legal issues, and employability skills that are specific to helping them successfully prepare for a health-related career.

Exciting hands-on instructional activities are a key part of every student's program and will include job shadowing, frequent guest speaker presentations, guided study tours of health-related facilities and colleges, service learning opportunities, and internships based on area of interest. Graduates of DLMHS will be well prepared to enter college and pursue careers in health-related fields. There will be opportunities to earn college credit during our program and to pursue certificate programs, such as Pharmacy Tech, or Certified Nursing Assistant if interested. Students who complete this program will meet all the entrance requirements for a California four-year college and university. The program is rigorous and challenging, and the school offers many built-in support systems, such as tutoring during the school day and mentoring for students who experience difficulty. Any student who is interested and willing to work hard can succeed in this school!

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	206
Grade 10	183
Grade 11	167
Grade 12	143
Total Enrollment	699

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	68.5%
Male	31.2%
American Indian or Alaska Native	0.6%
Asian	7.4%
Black or African American	17.3%
Filipino	7.2%
Hispanic or Latino	49.1%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	4.1%
White	12.7%
English Learners	11%
Foster Youth	0.3%
Homeless	1.4%
Socioeconomically Disadvantaged	74%
Students with Disabilities	9.2%

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)	24.40	87.62	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.59	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	7.89	41.80	5.65	12115.80	4.41
Unknown	0.20	0.90	32.40	4.38	18854.30	6.86
Total Teaching Positions	27.80	100.00	741.20	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)	27.20	94.46	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.46	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.55	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	0.40	1.49	29.40	3.81	15831.90	5.67
Total Teaching Positions	28.80	100.00	772.40	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	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

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.

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	2.20	0.00
Total Out-of-Field Teachers	2.20	0.00

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)	0	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 - Common Core Literature 9, Pearson, © 2015 (Adopted 1/21/15) English 10 - Common Core Literature 10, Pearson, © 2015 (Adopted 1/21/15) English 11 - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) English 12 - Expository Reading and Writing Course, Center for Adv. of Reading, © 2021 (Adopted 5/30/13) Creative Writing - Sound and Sense: An Intro to Poetry, HMH, © 1992 (Adopted 9/24/99) AP English Lit and Comp - Expository Reading and Writing Course, Center for Adv. of Reading, © 2020 (Adopted 5/30/13) AP Language and Comp - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1 and Algebra 2, HMH, © 2014 and Geometry, CPM, © 2014 (Adopted 6/11/14) Pre-Calculus - Pre Calculus with Limits, Cengage, © 2007 (Adopted 5/23/08) Math Endeavor – Mathematics : a Human Endeavor, South-Western, © 1994 (Adopted 2/11/09) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21) AP Statistics - The Practice of Statistics, Freeman, © 2020 (Adopted 5/12/21) AP Calculus AB - Calculus for AP-2nd Edition, Cengage, © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19) Biotechnology 1/2 & 3/4 - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) Earth Science - Earth Science, McGraw-Hill, © 2007 (Adopted 1/23/07) Chemistry - Inspire Chemistry, McGraw Hill, © 2020 (Adopted 5/12/21) Physics - Physics - Physics McGraw Hill; Glencoe © 2017 Physiology - Human Anatomy and Physiology, Pearson, © 2007 (Adopted 1/23/07) Principles of Ecology - Biology, McGraw-Hill, © 2007 (Adopted 1/23/07) AP Biology - Biology in Focus, Pearson, © 2017 (Adopted 5/25/16)	Yes	0%

	AP Environmental Science - Environment Science for AP, Freeman, © 2015 (Adopted 4/26/17)		
History-Social Science	World History - World History, Pearson, © 2019 (Adopted 4/25/18) US History - US History, Pearson, © 2019 (Adopted 4/25/18) American Government - Magruder's American Government, Pearson, © 2019 (Adopted 4/25/18) AP Macroeconomics – AP Economics, McGraw-Hill, © 2018 (Adopted 4/25/18) Economics – Economics, Pearson, © 2019 (Adopted 4/25/18) Psychology - Exploring Psychology, MacMillian, © 2014 (Adopted 7/2/15) AP World History - AP Traditions & Encounters, McGraw-Hill, © 2016 (Adopted 2/17/16) AP US History - By the People, Pearson, © 2015 (Adopted 10/22/14) AP Psychology - Myers' Psychology for AP, Worth Publishing, © 2010 (Adopted 7/19/10) AP American Government/ Politics - AP Government, Pearson, © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	Auténtico Level 1-3, Pearson, © 2017 (Adopted 4/26/17)	Yes	0%
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by Course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose/gym room, a library, and an administration building. Construction was completed in 2008. The school opened in 2008. 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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at <http://www.antioch.k12.ca.us>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			Room 18: Bad ballast.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gym Boys Restroom: Rubber moulding coming off exterior side of windows.

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)	66	78	27	27	47	46
Mathematics (grades 3-8 and 11)	21	24	14	14	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	159	158	99.37	0.63	78.34
Female	110	110	100.00	0.00	77.27
Male	48	47	97.92	2.08	80.43
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	32	32	100.00	0.00	77.42
Filipino	13	13	100.00	0.00	92.31
Hispanic or Latino	78	77	98.72	1.28	74.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	18	17	94.44	5.56	35.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	60.00
Socioeconomically Disadvantaged	116	115	99.14	0.86	73.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	33.33

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	159	154	96.86	3.14	23.53
Female	110	108	98.18	1.82	25.23
Male	48	45	93.75	6.25	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	38.46
Black or African American	32	31	96.88	3.12	25.81
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	78	75	96.15	3.85	18.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	12.50
Socioeconomically Disadvantaged	116	113	97.41	2.59	18.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	31.03	32.67	15.18	15.38	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	310	303	97.74	2.26	32.67
Female	212	208	98.11	1.89	31.73
Male	97	94	96.91	3.09	34.04
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	57.14
Black or African American	62	60	96.77	3.23	28.33
Filipino	24	23	95.83	4.17	47.83
Hispanic or Latino	142	139	97.89	2.11	25.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	29	29	100.00	0.00	44.83
English Learners	29	27	93.10	6.90	3.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	46	43	93.48	6.52	13.95
Socioeconomically Disadvantaged	222	217	97.75	2.25	26.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	25	89.29	10.71	4.00

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

- Curriculum and assessment are aligned with the California CTE Model Curriculum Standards and Framework and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area
- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements
- Each program provides practical application and experiences through actual or simulated work-based learning assignments

Health Careers, Emergency Medical Careers, Sports Medicine, Medical Ethics and Medical Terminology are courses within the CTE program.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	308
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.1
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	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	55.26

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	97	97	97	98	97

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

At Dozier-Libbey parent involvement is welcomed. Parents can become involved by running for School Site Council, serving on our Advisory Board, joining the PTSA, becoming a guest speaker if they work in a health related field, and supporting the Educational Foundation. For more information on how to participate at Dozier-Libbey Medical High School, please contact the school office at 925.779.7540.

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	1.2	0	0.7	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	98.1	100	99.3	85.6	83.6	81.8	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	143	142	99.3
Female	98	97	99.0
Male	45	45	100.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	16	16	100.0
Black or African American	29	29	100.0
Filipino	11	11	100.0
Hispanic or Latino	59	58	98.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	16	16	100.0
English Learners	14	14	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	111	110	99.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	11	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	706	119	16.9
Female	490	485	93	19.2
Male	220	219	26	11.9
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	52	52	1	1.9
Black or African American	122	122	26	21.3
Filipino	50	50	1	2.0
Hispanic or Latino	350	347	64	18.4
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	30	30	6	20.0
White	93	90	16	17.8
English Learners	88	87	17	19.5
Foster Youth	3	3	0	0.0
Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	528	524	98	18.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	66	15	22.7

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	1.86	3.37	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.37	0
Female	3.67	0
Male	2.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.92	0
Black or African American	10.66	0
Filipino	0	0
Hispanic or Latino	2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.33	0
White	2.15	0
English Learners	3.41	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.96	0

2023-24 School Safety Plan

The staff is trained each year on how to handle a myriad of situations that might arise on campus ranging from fire drills to shelter-in-place, to lock downs. Each teacher is supplied with a quick look manual on how to handle many situations occurring in their classrooms. The safety plan was updated 3/1/23.

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	16	48	1	1
Mathematics	15	45		
Science	18	42	2	
Social Science	17	44		

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	29	3	9	14
Mathematics	27	6	9	10
Science	31	3	8	13
Social Science	33		9	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	28	6	7	13
Mathematics	26	5	14	6
Science	29	3	9	12
Social Science	30	0	14	4

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	699

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$7,984	\$965	\$7,018	\$96,930
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-44.8	9.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-7.5	9.3

Fiscal Year 2022-23 Types of Services Funded

Dozier-Libbey Medical High School receives funding through the state of California, which includes flexible funds and At-Risk (SED) funding, which also includes English Learner funding, Title 1, and Foster Youth funding. For the 2023-2024 school year, the total site budget is \$230,118. These funds are used to maintain our copy machines, provide motivational assemblies, provide after school tutoring, credit recovery program, provide materials for students, support student recognition, and provide materials and supplies for each of our classrooms.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	23.3

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	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Fremont Elementary 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	Fremont Elementary School
Street	510 G St.
City, State, Zip	Antioch
Phone Number	925.779.7406
Principal	Sylvia Ramirez
Email Address	SylviaRamirez@antiochschools.net
School Website	www.antiochschools.net/Fremont
County-District-School (CDS) Code	07 61648 6003594

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Fremont Elementary School is dedicated to providing a safe, supportive environment that is conducive to student achievement. Staff, students, parents and the community come together to create an atmosphere where students grow to become confident, independent learners and embrace the educational experience. Diversity is celebrated and promoted and allowed to enrich the community of learners. Fremont Elementary ensures excellence for all.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	89
Grade 2	52
Grade 3	68
Grade 4	68
Grade 5	74
Total Enrollment	433

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.3%
Male	46.7%
American Indian or Alaska Native	0.9%
Asian	0.5%
Black or African American	21.9%
Filipino	0.7%
Hispanic or Latino	64.4%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	3.5%
White	6.9%
English Learners	32.8%
Homeless	2.8%
Socioeconomically Disadvantaged	81.8%
Students with Disabilities	13.6%

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)	19.30	95.09	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.00	4.91	32.40	4.38	18854.30	6.86
Total Teaching Positions	20.30	100.00	741.20	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)	19.80	90.42	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.46	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.56	40.30	5.22	11953.10	4.28
Unknown	1.00	4.56	29.40	3.81	15831.90	5.67
Total Teaching Positions	21.90	100.00	772.40	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	0.10
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

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.

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 11 portables on the site. The original Fremont Elementary School was constructed in 1920. That school was demolished and replaced with a new Fremont Elementary School. The administration building and multi-use room was construction in 1953. Its library, kindergarten and additional classrooms were constructed in phases between 1958 and 1962. The original Fremont Elementary School opened in 1920.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

4/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boys Restroom C Wing: walls have to be re-patched/remolded; light fixture needs cover

School Facility Conditions and Planned Improvements

				Kitchen: minor damage on the ceiling; paint chipping away Library: one light fixture needs lights (different sizes). Carpet has wear and tear spots Port 37: 1 light fixture has bad ballast Resource Room: Ceiling tile in L3 needs to be replaced Room 12: Ceiling tile at the back of the room is damaged. Wall paper by the entrance needs to be re-glued Room 4: some of the ceiling tiles need replacing; damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Boys Restroom C Wing: walls have to be re-patched/remolded; light fixture needs cover Girls Restroom Wing D: light fixtures need covers K1: 1 light fixture needs to be worked on, lights won't fit in Library: one light fixture needs lights (different sizes). Carpet has wear and tear spots Multi Purpose Room: 2 light fixtures need light bulbs (too high for custodial reach) Port 37: 1 light fixture has bad ballast Room 10: Room 11: 2 light fixtures have bad ballast Room 13: 2 light fixtures have bad ballast Room 17: 2 light fixtures have bad ballast Room 19: 2 light fixtures have bad ballast; one device needs cover by the entrance door up Room 22: 1 light fixture has bad ballast Room 23: 2 light fixture has bad ballast Room 25: 2 light fixture has bad ballast
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom B Wing: plastic seat cover for toilet is chipped; needs to be replaced Girls Restroom B Wing: plastic seat cover for toilet is chipped; needs to be replaced
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Port 29: There are leaks in the portable; walls have minor damage; expected wear and tear Port 37: 1 light fixture has bad ballast
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
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)	14	17	27	27	47	46
Mathematics (grades 3-8 and 11)	6	9	14	14	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	210	206	98.10	1.90	17.48
Female	113	110	97.35	2.65	15.45
Male	97	96	98.97	1.03	19.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	43	95.56	4.44	13.95
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	15.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	74	74	100.00	0.00	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	173	97.74	2.26	16.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	5.88

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	210	206	98.10	1.90	9.22
Female	113	110	97.35	2.65	8.18
Male	97	96	98.97	1.03	10.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	45	43	95.56	4.44	4.65
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	8.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	0.00
English Learners	74	74	100.00	0.00	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	177	173	97.74	2.26	9.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	2.94

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)	11.11	12.16	15.18	15.38	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	74	74	100.00	0.00	12.16
Female	39	39	100.00	0.00	12.82
Male	35	35	100.00	0.00	11.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	21	21	100.00	0.00	9.52
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	13.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	0.00	12.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	98	96	99	98	98

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

Parents are involved in School Site Council (SSC) , ELAC, DELAC, Dual Immersion Parent Committee, African-American Parent Committee, parent-teacher goal-setting conferences, observations in classrooms, book fairs, attending school performances, awards ceremonies, classroom volunteerism, and family participation events.

For more information on how to participate at Fremont Elementary School, please contact the school office at 925.779.7405.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	472	221	46.8
Female	262	249	114	45.8
Male	238	223	107	48.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	2	2	0	0.0
Black or African American	109	104	70	67.3
Filipino	4	4	2	50.0
Hispanic or Latino	320	301	120	39.9
Native Hawaiian or Pacific Islander	8	8	6	75.0
Two or More Races	20	18	9	50.0
White	33	31	13	41.9
English Learners	187	177	59	33.3
Foster Youth	2	0	0	0.0
Homeless	16	15	8	53.3
Socioeconomically Disadvantaged	415	392	191	48.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	81	45	55.6

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	5.00	5.00	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5	0
Female	3.44	0
Male	6.72	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.17	0
Filipino	0	0
Hispanic or Latino	3.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5	0
White	0	0
English Learners	3.21	0
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	5.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.53	0

2023-24 School Safety Plan

Fremont's goals are to celebrate diversity, increase parent volunteerism, continue our after-school program, improve the existence of health concerns, and limit the campus entry to one during school hours. The site safety plan is revised each year and is available for viewing in the school office. The 2022-2023 Safety Plan was approved by Fremont's School Site Council on February 22, 2023. The PBIS program is institutionalized along with "Second Step" to support student behavior and celebrate good choices. A concerted effort is made to report child abuse and seek resources for families in crisis.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		1
1	15	8	3	
2	19	5	2	
3	26	4	3	2
4	17	5	2	
5	23	5	2	
Other	45	6	3	7

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	27	1	5	2
2	38		6	2
3	23		6	
4	32	3	5	2
5	37		6	2
Other	38	2		6

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	45	0	3	2
2	41	0	2	3
3	43	1	2	3
4	46	0	2	2
5	49	0	3	3
6	0	0	0	0
Other	46	1	1	3

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	866

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

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	\$11,971	\$3,110	\$8,860	\$91,756
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-22.2	3.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-7.1	3.8

Fiscal Year 2022-23 Types of Services Funded

Fremont Elementary receives Title I and supplemental and concentrated state funding for traditionally underserved students (socio-economically disadvantaged, African American, homeless, foster, English learners). Fremont uses these monies to fund the following: bilingual instructional aides to provide primary language support and English language acquisition for English learners to move them toward Fluent English Proficiency; after-school tutoring to target and address reading, writing and math deficiencies; after-school enrichment; release days for grade levels to plan instruction and assessment. Additionally, centrally-paid supplemental services include the after school program; push-in reading intervention teachers to reteach standards and fluency skills to struggling students during small group instruction; a full-time counselor to provide whole class lessons on behavior and solving problems, small group and one-on-one counseling to address more specific social-emotional needs; and a mindfulness facilitator who provides whole class and small group instruction on mindfulness strategies.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Jack London Elementary 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	Jack London Elementary School
Street	4550 Country Hills Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7455
Principal	Sara Roat
Email Address	SaraRoat@AntiochSchools.net
School Website	www.antiochschools.net/JackLondon
County-District-School (CDS) Code	07 61648 6110514

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Jack London is a culturally diverse, Title 1 school located in southeast Antioch. The majority of the students are Hispanic/Latino (42%) and African-American (29%) with a population of 18% English Learners and 15% Students with Disabilities.

Approximately 66% of the students fall into the low-income bracket. Jack London serves general education students from transitional kindergarten through sixth grade, as well as several Special Education, self-contained classes ranging from preschool through sixth grade. The school mascot is the wolf, and we follow the Jack London Wolf Howl: Be Safe, Be Respectful, and Be Responsible.

Mission Statement: Jack London, in partnership with home and community, is committed to preparing students for college and career readiness. Our mission is to develop the whole child, shaping respectful, responsible citizens with a foundation in life skills, communication, problem solving, and mastery of essential skills, while instilling self-esteem and a lifelong love of learning in a diverse world.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	60
Grade 2	52
Grade 3	69
Grade 4	56
Grade 5	82
Grade 6	67
Total Enrollment	468

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44%
Male	56%
American Indian or Alaska Native	0.2%
Asian	6.2%
Black or African American	26.3%
Filipino	4.5%
Hispanic or Latino	45.3%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	6.2%
White	9.4%
English Learners	14.1%
Foster Youth	1.3%
Homeless	1.5%
Socioeconomically Disadvantaged	82.1%
Students with Disabilities	16.7%

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)	23.50	91.55	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.89	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.10	4.52	32.40	4.38	18854.30	6.86
Total Teaching Positions	25.60	100.00	741.20	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)	19.10	86.31	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.49	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	3.15	40.30	5.22	11953.10	4.28
Unknown	2.00	9.01	29.40	3.81	15831.90	5.67
Total Teaching Positions	22.20	100.00	772.40	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	1.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.30

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.

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	0.70
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.70

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)	6.4	2.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.6	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 33 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 7 portables on the site. The school was constructed in 1992. The school opened in 1992.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

4/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			G Village Boys Restroom: Needs paint over patches Room E5: Ceiling tiles filled with yellow foam
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	22	22	27	27	47	46
Mathematics (grades 3-8 and 11)	15	18	14	14	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	281	273	97.15	2.85	21.77
Female	122	118	96.72	3.28	25.64
Male	159	155	97.48	2.52	18.83
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	83	80	96.39	3.61	20.00
Filipino	16	16	100.00	0.00	43.75
Hispanic or Latino	130	125	96.15	3.85	17.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	22	22	100.00	0.00	22.73
English Learners	53	51	96.23	3.77	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	6.25
Socioeconomically Disadvantaged	234	230	98.29	1.71	20.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	0.00

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	281	273	97.15	2.85	17.58
Female	122	117	95.90	4.10	17.09
Male	159	156	98.11	1.89	17.95
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	83	81	97.59	2.41	12.35
Filipino	16	16	100.00	0.00	37.50
Hispanic or Latino	130	124	95.38	4.62	14.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	16.67
White	22	22	100.00	0.00	18.18
English Learners	53	53	100.00	0.00	9.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	15	93.75	6.25	6.67
Socioeconomically Disadvantaged	234	228	97.44	2.56	15.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	1.85

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)	7.94	16.22	15.18	15.38	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	78	74	94.87	5.13	16.22
Female	26	24	92.31	7.69	16.67
Male	52	50	96.15	3.85	16.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	43	40	93.02	6.98	17.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	64	95.52	4.48	15.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	96	97	95	97	95

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

Jack London provides multiple parent involvement and outreach opportunities, such as School Site Council (SSC), English Language Advisory Committee (ELAC), Partners for African-American Student Success (PASS), and our Parent-Teacher Organization (PTO).

We encourage parent involvement and parent volunteers, such as: classroom volunteers; parent volunteers for picture, dental, and hearing screening days; cultural celebrations; awards assemblies; and parent classes, when available. Our office is also staffed with a bilingual office clerk for translation and interpretation on a daily basis.

Monthly newsletters are sent out with relevant information for families and outline ways they can be involved at school. Parent surveys are sent out twice a year to solicit specific feedback on school programs and activities.

For more information on how to participate at Jack London Elementary School, please contact the school office at 925.779.7455.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	553	526	243	46.2
Female	243	232	95	40.9
Male	310	294	148	50.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	31	29	8	27.6
Black or African American	158	150	83	55.3
Filipino	30	28	6	21.4
Hispanic or Latino	241	230	105	45.7
Native Hawaiian or Pacific Islander	10	9	5	55.6
Two or More Races	33	31	16	51.6
White	48	47	18	38.3
English Learners	94	93	24	25.8
Foster Youth	11	10	7	70.0
Homeless	10	8	3	37.5
Socioeconomically Disadvantaged	449	430	208	48.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	106	67	63.2

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	7.54	4.16	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.16	0
Female	2.06	0
Male	5.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.96	0
Filipino	0	0
Hispanic or Latino	4.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.03	0
White	2.08	0
English Learners	2.13	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.22	0

2023-24 School Safety Plan

Last revised - February 23, 2023

The School Safety Plan is current, with appropriate strategies and procedures in place for an orderly environment. The safety plan includes disaster and emergency preparedness and other important components. Disaster (Shelter-In-Place; Lockdown; Intruder) and/or fire drills occur monthly. Visitor sign-in is enforced. Schools and the district track unsafe behaviors. Jack London has walkie-talkies for emergencies. AUSD has a zero tolerance policy for weapons. All suspensions and discipline are reported to the California Safe Schools Assessment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	23	1	8	
2	20	4	8	
3	25		12	
4	25		6	
5	30		6	
6	24	5	11	2
Other	19	12	8	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	2	
1	21	1	9	
2	23		9	
3	21	2	4	
4	27		10	
5	29		9	
6	31		19	
Other	19	12	7	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	21	4	4	0
2	24	0	8	0
3	27	0	8	0
4	23	0	4	0
5	29	0	8	0
6	30	0	18	0
Other	28	12	12	1

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	468

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.1

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	\$11,076	\$3,848	\$7,228	\$93,774
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-42.0	6.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-19.6	5.9

Fiscal Year 2022-23 Types of Services Funded

The following services are funded through the School Site Plan: supplemental instructional materials and supplies, ELD/push-in reading teacher, after-school tutoring, after-school enrichment, field trips and assemblies, safety supplies, a bilingual office clerk (partial), a bilingual aide, an additional student monitor, a part-time intervention teacher, additional Social-Emotional Learning curriculum/supplies, Professional Development materials/opportunities for staff, PBIS materials, attendance materials/incentives, school-wide events/celebrations; technology upgrades/repairs, and two instructional aides.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

John Muir Elementary 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	John Muir Elementary School
Street	615 Greystone Drive
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7450
Principal	Michael Flosi
Email Address	MichaelFlosi@AntiochSchools.net
School Website	www.antiochschools.net/JohnMuir
County-District-School (CDS) Code	07 61648 6108989

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

John Muir Elementary School is an educational community which strives to provide every child with an equitable, inclusive, high quality and positive learning experience where success is celebrated and students feel valued.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	117
Grade 2	108
Grade 3	96
Grade 4	97
Grade 5	110
Total Enrollment	650

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	0.9%
Asian	5.4%
Black or African American	21.2%
Filipino	4.3%
Hispanic or Latino	52%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	6%
White	9.4%
English Learners	18.5%
Foster Youth	0.8%
Homeless	1.4%
Socioeconomically Disadvantaged	52.8%
Students with Disabilities	10.3%

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)	28.00	96.55	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.00	3.45	32.40	4.38	18854.30	6.86
Total Teaching Positions	29.00	100.00	741.20	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)	26.10	85.31	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.26	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	6.50	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	1.50	4.90	29.40	3.81	15831.90	5.67
Total Teaching Positions	30.60	100.00	772.40	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	0.90
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.90

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 7 portables on the site. The school was constructed in 1990. The school opened in 1990.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Sidewalk: After the larger storms puddles up against the building of room 9 and seeps inside from the sidewalk.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Foam flooring under structure missing pieces. Climbing rope has metal poking out.

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)	24	27	27	27	47	46
Mathematics (grades 3-8 and 11)	20	18	14	14	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	299	293	97.99	2.01	26.62
Female	141	139	98.58	1.42	33.09
Male	158	154	97.47	2.53	20.78
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	31.25
Black or African American	65	63	96.92	3.08	20.63
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	149	146	97.99	2.01	25.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	27.27
White	31	30	96.77	3.23	40.00
English Learners	60	59	98.33	1.67	16.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	169	165	97.63	2.37	23.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	0.00

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	297	292	98.32	1.68	18.49
Female	139	137	98.56	1.44	16.79
Male	158	155	98.10	1.90	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	25.00
Black or African American	65	63	96.92	3.08	22.22
Filipino	13	13	100.00	0.00	15.38
Hispanic or Latino	149	147	98.66	1.34	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	14.29
White	31	30	96.77	3.23	33.33
English Learners	60	60	100.00	0.00	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	163	97.60	2.40	13.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	16.44	15.53	15.18	15.38	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	105	103	98.10	1.90	15.53
Female	55	54	98.18	1.82	12.96
Male	50	49	98.00	2.00	18.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	10.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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 5	96	61	98	96	99

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
John Muir Elementary has numerous opportunities for parents to assist the school community. Teachers welcome parent volunteers in their classrooms and as chaperones on school field trips. John Muir's staff and PTA organize family activities, including; Math Night, Reading Night, Winter and Spring Concert, Parent Informational Events, Dual Immersion Parent Nights, PTA meetings, Title 1 Parent Meeting, ELAC, Multicultural Nights, etc. for our school community. John Muir seeks involvement from the parents to support those events. John Muir's School Site Council also has 5 parent members, who support and make decision on school needs and the site SPSA. All parents and school community members are invited to attend John Muir's School Site Council. For more information on how to participate at John Muir Elementary School, please contact the school office at 925.779.7450

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	704	689	226	32.8
Female	367	357	109	30.5
Male	337	332	117	35.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	2	33.3
Asian	37	37	5	13.5
Black or African American	148	144	57	39.6
Filipino	31	31	9	29.0
Hispanic or Latino	362	357	107	30.0
Native Hawaiian or Pacific Islander	7	7	5	71.4
Two or More Races	45	44	21	47.7
White	68	63	20	31.7
English Learners	134	129	31	24.0
Foster Youth	12	12	5	41.7
Homeless	12	12	7	58.3
Socioeconomically Disadvantaged	388	379	144	38.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	80	41	51.3

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	0.93	2.13	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13	0
Female	0.54	0
Male	3.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.73	0
Filipino	0	0
Hispanic or Latino	1.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.44	0
White	0	0
English Learners	0	0
Foster Youth	8.33	0
Homeless	16.67	0
Socioeconomically Disadvantaged	3.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.5	0

2023-24 School Safety Plan

Our School Site Safety Plan was revised on December 18, 2023. The plan includes monthly fire/and or earthquake drills to ensure students and staff members are knowledgeable of emergency procedures. Posted evacuation routes are visible in each room. The School Site Safety Plan is reviewed and updated annually. Staff members undergo training regarding emergency response. Connect Ed and Remind automated messaging system can be utilized to contact families to provide communication during an Emergency.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	5	5	1
1	24	8	10	4
2	25	12	5	5
3	23	8	11	4
4	32	3	5	2
5	32	4	2	2
Other	21	13	7	2

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	5	
1	22	1	16	
2	20	6	11	
3	20	9	8	
4	21	5	12	
5	26		8	
Other	16	8	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33	0	7	1
1	26	0	18	0
2	25	0	18	0
3	22	0	18	0
4	30	0	7	0
5	26	1	13	0
6	0	0	0	0
Other	19	8	4	1

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	650

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$9,828	\$1,794	\$8,034	\$93,463
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-31.8	5.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	1.8	5.6

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded:

- Anti Bully/Kindness Week
- Career Week
- Counseling Groups
- Mindful Life
- Wellness Together
- Multicultural Events
- PBIS
- ROX Program
- Science Fair
- Second Step/ Social Emotional Support
- Spelling Bee
- Student Council
- Wellness Room
- Young Authors

Muir Elementary is able to offer before and/or after school programs to enrich our students in the following areas:

- BACR
- Reading/ Math Intervention
- Dual Immersion Spanish Intervention
- GATE
- Instrumental Performance

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Kimball Elementary 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	Kimball Elementary School
Street	1310 August Way
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7415
Principal	Christie Steiner
Email Address	ChristieSteiner@antiochschools.net
School Website	www.AntiochSchools.net/Kimball
County-District-School (CDS) Code	07 61648 6003602

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Kimball Elementary School is dedicated to providing a positive, challenging, and safe environment to prepare every student for success in their education, career, and life.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	70
Grade 2	63
Grade 3	77
Grade 4	56
Grade 5	56
Total Enrollment	387

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.8%
Asian	1.6%
Black or African American	19.4%
Filipino	0.8%
Hispanic or Latino	60.5%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	5.4%
White	10.1%
English Learners	28.2%
Foster Youth	0.8%
Homeless	1.8%
Socioeconomically Disadvantaged	75.7%
Students with Disabilities	10.1%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	20.10	94.38	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.10	5.57	32.40	4.38	18854.30	6.86
Total Teaching Positions	21.30	100.00	741.20	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)	20.80	99.05	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.95	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	21.00	100.00	772.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	0.20
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.20

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 10 portables on the site. The initial construction was completed and the school opened to students in 1950. In 1952, Wings IV and V, a multi-purpose room, a library, and kindergarten classrooms were constructed.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	KB: Loose ceiling tiles. Office: Missing baseboard by front door. Port B: Torn carpet. Port K: Torn wall paneling under whiteboard. Room 1: Holes in ceiling.

School Facility Conditions and Planned Improvements

				Room 10: Stained ceiling tiles. Room 11: Loose ceiling tile. Broken cement outside south door. Room 11A: Loose ceiling tile. Missing junction box cover. Room 12: Stained ceiling tiles. Loose ceiling tile. Room 13: Stained ceiling tiles. Room 15: Missing baseboard by front door. Room 16: No Williams posting. Outlet box loose from west wall. Chipped countertop by back door. Room 18: Broken ceiling tiles around pipe above sink. No Williams posting. Room 19: Stained ceiling tiles. Broken pencil sharpener. Hole in hallway door. Drinking fountain has low flow. Room 2: Stained ceiling tiles. Loose base of FRP. Room 23: Missing wall plate by door. Stained ceiling tiles. Room 24: Stained ceiling tiles. Room 5: No evacuation plan, no emergency plans posted. Stained ceiling tiles. Room 7: Broken ceiling tiles. Room 9: Sink has low flow. Missing and stained ceiling tiles. Wing 2 Boys Restroom: Stained ceiling tiles. Hole in wall by far window. Wing 3 Boys Restroom: Broken wall tiles under sink. Wing 5 Hallway: Missing door closer cover.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 11A: Loose ceiling tile. Missing junction box cover. Room 16: No Williams posting. Outlet box loose from west wall. Chipped countertop by back door. Room 22: Missing wall plate by door. Room 23: Missing wall plate by door. Stained ceiling tiles. Wing 2 Girls Restroom: Exposed low voltage wiring.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 19: Stained ceiling tiles. Broken pencil sharpener. Hole in hallway door. Drinking fountain has low flow. Room 9: Sink has low flow. Missing and stained ceiling tiles.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	24	27	27	27	47	46
Mathematics (grades 3-8 and 11)	14	19	14	14	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	195	187	95.90	4.10	27.03
Female	100	98	98.00	2.00	29.90
Male	95	89	93.68	6.32	23.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	42	42	100.00	0.00	26.83
Filipino	--	--	--	--	--
Hispanic or Latino	126	119	94.44	5.56	25.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	33.33
English Learners	63	57	90.48	9.52	8.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	140	95.89	4.11	25.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	10.34

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	195	193	98.97	1.03	18.65
Female	100	99	99.00	1.00	17.17
Male	95	94	98.95	1.05	20.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	42	42	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	126	125	99.21	0.79	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	33.33
English Learners	63	63	100.00	0.00	6.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	17.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	3.45

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)	21.88	10.17	15.18	15.38	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	60	59	98.33	1.67	10.17
Female	20	20	100.00	0.00	5.00
Male	40	39	97.50	2.50	12.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	41	40	97.56	2.44	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	46	97.87	2.13	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

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 5	91	92	94	88	97

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

Kimball Elementary School has an active School Site Council and English Language Advisory Committee. Parents are welcome to attend meetings and provide input. Please call school for details regarding meeting dates, times, and location.

Parent are also welcome and encouraged to volunteer in their child's classroom. Please contact your child's teacher or the office to make an appointment to visit or help in the classroom.

For more information on how to participate at Kimball Elementary School, please contact the school office at 925.779.7415.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	434	199	45.9
Female	234	215	94	43.7
Male	236	219	105	47.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	8	7	1	14.3
Black or African American	99	92	58	63.0
Filipino	5	3	0	0.0
Hispanic or Latino	279	258	99	38.4
Native Hawaiian or Pacific Islander	9	9	9	100.0
Two or More Races	23	21	8	38.1
White	44	41	22	53.7
English Learners	148	139	44	31.7
Foster Youth	2	2	2	100.0
Homeless	8	7	3	42.9
Socioeconomically Disadvantaged	363	342	162	47.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	43	14	32.6

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	2.04	2.77	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.77	0
Female	2.56	0
Male	2.97	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	0.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.7	0
White	0	0
English Learners	0.68	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.26	0

2023-24 School Safety Plan

The safety plan includes disaster and emergency preparedness and other important components. Disaster / fire drills occur regularly in accordance with district and state guidelines. Student, staff, and visitor safety is paramount. Visitors must sign in and out when visiting the school and must wear a visitor's badge. Antioch Unified School District has a zero-tolerance policy for weapons. All suspension and discipline are reported to the California Safe Schools Assessment. The School Safety plan was revised and approved by School Site Council on November 13, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7		
1	26	6	1	2
2	32	6		3
3	36	5		4
4	34	5	1	3
5	39	5	1	3
Other	30	2		1

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	34		5	1
2	26		9	1
3	21	9		1
4	25	1	5	1
5	30		6	1
Other	21	2	6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	0
1	28	0	9	1
2	25	0	9	1
3	31	0	9	1
4	32	0	6	1
5	32	0	6	1
6	0	0	0	0
Other	192	0	0	1

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	258

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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$11,311	\$2,312	\$8,999	\$101,100
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-20.6	13.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-11.5	13.5

Fiscal Year 2022-23 Types of Services Funded

Kimball Elementary provides reading intervention and math intervention support through the funding of our two part-time bilingual aides, a full-time intervention teacher, and after-school intervention programs.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Live Oak 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	Live Oak High School
Street	1708 F Street
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7440
Principal	Christina Freymuth
Email Address	christinafreymuth@antiochschools.net
School Website	www.antiochschools.net/LiveOak
County-District-School (CDS) Code	07 61648 0730101

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Mission Statement: Our responsibility is to provide an alternative setting that prepares every student for success in career, college and life.

Vision Statement: Live Oak High School will develop good character through a safe and caring environment that allows students to grow, thrive, and bridge the gap between school and career.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	44
Grade 12	104
Total Enrollment	148

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	53.4%
Black or African American	31.8%
Filipino	0.7%
Hispanic or Latino	52%
Native Hawaiian or Pacific Islander	2%
Two or More Races	2%
White	11.5%
English Learners	22.3%
Homeless	2%
Socioeconomically Disadvantaged	87.2%
Students with Disabilities	10.1%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	5.10	64.46	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	35.67	41.80	5.65	12115.80	4.41
Unknown	0.00	0.00	32.40	4.38	18854.30	6.86
Total Teaching Positions	7.90	100.00	741.20	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)	5.60	70.46	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	29.54	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	7.90	100.00	772.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	2.80	2.30
Total Out-of-Field Teachers	2.80	2.30

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 - Common Core Literature 9, Pearson, © 2015 (Adopted 1/21/15) English 10 - Common Core Literature 10, Pearson, © 2015 (Adopted 1/21/15) English 11 - Common Core American Literature, Pearson, © 2015 (Adopted 1/21/15) English 12 - Expository Reading and Writing Course, Center for Adv. of Reading, © 2021 (Adopted 5/30/13) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1, Geometry, and Algebra 2, HMH, © 2014 (Adopted 6/11/14) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19), Earth Science, McGraw-Hill, © 2007, Chemistry, HMH, © 2007 and Physics, McGraw-Hill, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	World History, US History, Magruder's American Government, and Economics, Pearson © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by Course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school consists of 7 classrooms and an administration building. The school was constructed in 1978. The school opened in 1978.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/20/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	11: Broken ceiling tiles Bridges Room 1: Broken drawer by sink. Damaged ceiling tiles. No Williams, no uniform complaint, no evac map, no emergency plans posted. Bridges Room 2: Stained ceiling tiles. Damaged wall paneling by door. No Williams, no uniform complaint, no evac map, no emergency plans posted. Portable 9: No Williams, no uniform complaint postings. Stained ceiling tiles. Room 1: Damaged wall panel Room 2: Damaged ceiling tiles. Damaged countertop. Chipped paint on wall. No emergency plan posted. Room 4: No Williams, no uniform complaint, no evac map, no emergency plan postings. Broken ceiling tile. Room 5: No Williams, no uniform complaint, no evac map, no emergency plan postings. Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Room 3: No uniform complaint form, no emergency plan. Bad ballasts Room 7: Bad ballasts. Chipped paint on exterior wall. Missing outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bridges Restrooms: Loose handicap railing.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	11	11	27	27	47	46
Mathematics (grades 3-8 and 11)	0	0	14	14	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	78	72	92.31	7.69	11.11
Female	36	33	91.67	8.33	15.15
Male	42	39	92.86	7.14	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	9.52
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	13	12	92.31	7.69	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	77	71	92.21	7.79	0.00
Female	36	33	91.67	8.33	0.00
Male	41	38	92.68	7.32	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	8.65	4.70	15.18	15.38	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	157	149	94.90	5.10	4.70
Female	72	69	95.83	4.17	1.45
Male	84	79	94.05	5.95	7.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	48	44	91.67	8.33	4.55
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	3.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	0.00
English Learners	33	31	93.94	6.06	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	119	95.97	4.03	5.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	0.00

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

Live Oak has a Consumer Services Pathway that will assist students to prepare for job readiness in a wide variety of jobs within the service industry. Students in the pathway take courses in Consumer Services Fundamentals A and B. Financial Literacy course is also required for students in the pathway. The school is currently working on sequence of class and developing a capstone class for the pathway. Students from Live Oak High also have the opportunity to participate in the Wood/Construction class, Choir, and dance at Antioch High School. This is a voluntary option for students that have demonstrated academic improvement, positive attendance, and positive behavior to participate and be successful in these programs.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	45
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	11.89
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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
Parents are provided the opportunity to participate in their student’s school in a variety of ways. Parents can be elected and serve on the School Site Council. The council approves budget expenditures and spending from money allotted through various sources. Parents are encouraged to participate in campus beautification days where members of the staff, student body, and community help maintain the campus grounds and plant flowers. Parents are also invited to our annual Back to School night and Open House during the year as well as Career Enrichment Days to learn more about post high school opportunities. Parents are invited to participate in our Awards Ceremony which is held quarterly.
For more information on how to participate at Live Oak High School, please contact the school office at 925.779.7440.

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	10.6	17.3	21.8	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	72.1	77.8	61.8	85.6	83.6	81.8	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	110	68	61.8
Female	46	28	60.9
Male	63	39	61.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	36	19	52.8
Filipino	--	--	--
Hispanic or Latino	61	39	63.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	33	24	72.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	107	65	60.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	10	52.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	209	204	117	57.4
Female	91	89	61	68.5
Male	117	114	55	48.2
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	68	64	45	70.3
Filipino	2	2	1	50.0
Hispanic or Latino	106	105	54	51.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	6	6	3	50.0
White	23	23	13	56.5
English Learners	44	44	18	40.9
Foster Youth	0	0	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	169	165	98	59.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	24	14	58.3

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	6.73	7.66	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.66	0
Female	6.59	0
Male	8.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.71	0
Filipino	0	0
Hispanic or Latino	3.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.35	0
English Learners	2.27	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.54	0

2023-24 School Safety Plan

The school is a safe and secure environment. A safety plan is in place and teachers and staff are well versed in site emergency procedures. The campus has one full time Site Safety Assistant who oversees student and campus safety. The safety plan was updated in October 2023.

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	8	28		
Mathematics	5	12		
Science	6	10		
Social Science	7	22		

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	7	19		
Mathematics	10	9		
Science	6	12		
Social Science	10	17		

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	7	18	0	0
Mathematics	12	10	0	0
Science	6	10	0	0
Social Science	9	17	0	0

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	296

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$16,032	\$1,352	\$14,680	\$102,767
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	28.1	15.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	50.9	15.1

Fiscal Year 2022-23 Types of Services Funded

Live Oak receives socio-emotional services through the Fred Finch Mental Health counselor. The counselor is split between Live Oak High and Bidwell High. The mental health counselor is on the Live Oak campus two days every week to work with the students. Live Oak High School also served by a Restorative Practice Facilitator.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	0

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	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Lone Tree Elementary 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	Lone Tree Elementary School
Street	1931 Mokelumne Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7480
Principal	Jonnie Silman
Email Address	jonniesilman@antiochschools.net
School Website	www.antiochschools.net/LoneTree
County-District-School (CDS) Code	07 61648 0100461

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Lone Tree Elementary School is a beautiful campus located on Mokelumne Drive, perpendicular to Lone Tree Way in Antioch, CA. Lone Tree Elementary serves approximately 513 students in grades TK-5. The diverse population consists of 6 American Indian, 37 Asian, 127 African American, 38 Filipino, 233 Hispanic, 28 Multi-Ethnic, 8 Pacific Islander, and 36 White students.

There are currently 20 general education teachers, 1 full-time PE teacher, 1 music teacher, 1 computer intervention teacher, 1 K-2 Mild Moderate Special Day Class teacher, 1 K-2 Moderate Severe Special Day class teacher, 1 3-5 Mild Moderate Special Day Class teacher, a school counselor, a Wellness Together counselor, a resource specialist, 6 instructional aides to support students with special needs, a speech and language therapist, a speech and language therapist assistant, and a school psychologist. Lone Tree also has one reading intervention teacher, a part-time bilingual/reading intervention aide, a part-time reading aide, a wellness room para professional, and a mindfulness coach.

Lone Tree Elementary students begin each day with a mindfulness session led by our coach. Additionally, the mindfulness coach visits each classroom for 30 minutes throughout each week to do a mindful community lesson with the students and the teacher.

The mission of Lone Tree Elementary is to provide each student with a safe, rigorous, comprehensive, and standards-based education. Lone Tree teachers provide instruction for ELD students, differentiation to meet the academic continuum of a diverse range of learners, and intervention during school time. Students will be provided with engaging and cooperative learning opportunities that are both guided and collaborative. This will lead to independent and interactive learning experiences that promote student inquiry and discovery about the world in which they live. It will also help prepare all students for college, career, and life.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	76
Grade 2	104
Grade 3	81
Grade 4	85
Grade 5	85
Grade 6	1
Total Enrollment	513

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53.4%
Male	46.4%
American Indian or Alaska Native	1.2%
Asian	7.2%
Black or African American	24.8%
Filipino	7.4%
Hispanic or Latino	45.4%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	5.5%
White	7%
English Learners	15%
Foster Youth	1%
Homeless	0.8%
Socioeconomically Disadvantaged	63.7%
Students with Disabilities	11.3%

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)	23.90	94.48	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.30	5.48	32.40	4.38	18854.30	6.86
Total Teaching Positions	25.30	100.00	741.20	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)	22.10	88.09	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.97	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	7.94	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	25.10	100.00	772.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 35 classrooms, a multi-purpose room, a library and an administration building. The school was constructed in 2003. The school opened in 2003.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room 402: Stained ceiling tiles. Room 503: Missing fire extinguisher. Door handle loose. Room 507: 1 can light out. Sink handle spins with no flow. Stained ceiling tiles over sink.

School Facility Conditions and Planned Improvements

				Room 603: 1 bad ballast. Stained ceiling tiles. Room 607: Missing and stained ceiling tiles. Room 704: Loose door handle. Room 803: 2 stained ceiling tiles. 2 bad ballasts. No Williams posting. Room 804: Missing ceiling tiles. Staff lounge: Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Office: 4 can lights out. Dirty vents in staff restrooms.
Electrical			X	Multi: Drinking fountain on north side has low flow. 3 overhead lights out. Music Room: No evacuation map posted. 1 bad ballast. Office: 4 can lights out. Dirty vents in staff restrooms. Room 403: Bad ballast. Room 404: Sink faucet loose. 4 can lights out. Room 501: Bad ballast. Room 505: Pencil sharpener missing cover. Bad ballast. Room 507: 1 can light out. Sink handle spins with no flow. Stained ceiling tiles over sink. Room 601: Room 602: 1 bad ballast. Room 603: 1 bad ballast. Stained ceiling tiles. Room 605: 1 bad ballast. No Williams posting. Room 606: No evacuation map posted. 1 bad ballast. Room 702: 2 bad ballasts. Room 705: Bad ballast. Room 706: Bad ballast. No uniform complaint, Williams postings. Room 802: No uniform complaint posted. Drinking fountain has low flow. Bad ballast. Room 803: 2 stained ceiling tiles. 2 bad ballasts. No Williams posting.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Multi: Drinking fountain on north side has low flow. 3 overhead lights out. Room 404: Sink faucet loose. 4 can lights out. Room 507: 1 can light out. Sink handle spins with no flow. Stained ceiling tiles over sink. Room 802: No uniform complaint posted. Drinking fountain has low flow. Bad ballast.
Safety: Fire Safety, Hazardous Materials	X			Room 503: Missing fire extinguisher. Door handle loose.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	26	24	27	27	47	46
Mathematics (grades 3-8 and 11)	13	16	14	14	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	262	258	98.47	1.53	24.42
Female	139	137	98.56	1.44	24.82
Male	122	120	98.36	1.64	24.17
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	37.50
Black or African American	72	72	100.00	0.00	12.50
Filipino	28	28	100.00	0.00	53.57
Hispanic or Latino	114	112	98.25	1.75	22.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	14	13	92.86	7.14	30.77
English Learners	52	50	96.15	3.85	18.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	171	98.84	1.16	16.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	8.70

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	262	258	98.47	1.53	15.50
Female	139	137	98.56	1.44	13.14
Male	122	120	98.36	1.64	18.33
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	25.00
Black or African American	72	71	98.61	1.39	11.27
Filipino	28	28	100.00	0.00	32.14
Hispanic or Latino	114	113	99.12	0.88	11.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	14	13	92.86	7.14	30.77
English Learners	52	51	98.08	1.92	9.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	170	98.27	1.73	12.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	4.35

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)	11.46	17.78	15.18	15.38	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	91	91	100.00	0.00	17.78
Female	50	50	100.00	0.00	10.00
Male	41	41	100.00	0.00	27.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	8.70
Filipino	13	13	100.00	0.00	23.08
Hispanic or Latino	43	43	100.00	0.00	23.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	64	100.00	0.00	15.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	95	95	95	95	94

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

Lone Tree Elementary School parents have access to the site through several channels. Lone Tree hosts ELAC meetings for our bilingual parents and School Site Council meetings to discuss the budget and Site Plan for Student Achievement (SPSA). Title I School Meetings are held twice a year. Lone Tree Elementary has an active PTA that greatly supports the students and our community. Additionally, teachers have arranged opportunities for parents to volunteer during class in grades TK-5. Lone Tree Elementary hosts Family Mindfulness as well as parent nights to partner the community with the academic, technological, emotional, and behavioral aspects of education.

For more information on how to participate at Lone Tree Elementary School, please contact the school office at 925.779.7480.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	594	563	256	45.5
Female	309	297	139	46.8
Male	284	265	116	43.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	6	6	1	16.7
Asian	42	39	18	46.2
Black or African American	164	150	65	43.3
Filipino	41	40	8	20.0
Hispanic or Latino	259	249	123	49.4
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	35	34	19	55.9
White	39	37	19	51.4
English Learners	115	115	56	48.7
Foster Youth	12	9	2	22.2
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	402	378	186	49.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	93	47	50.5

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	3.25	3.54	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.54	0
Female	2.27	0
Male	4.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.32	0
Filipino	2.44	0
Hispanic or Latino	2.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.86	0
White	0	0
English Learners	1.74	0
Foster Youth	8.33	0
Homeless	0	0
Socioeconomically Disadvantaged	3.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.69	0

2023-24 School Safety Plan

Lone Tree Elementary School's Safety Plan includes plans and procedures for fire, earthquake, shelter-in-place, ALICE drills and other emergencies. At least one type of drill occurs each month throughout the school year and drill logs are kept at the site in the office. The School Safety Plan is updated each year and consists of appropriate strategies and procedures for an orderly and safe environment. The safety plan includes disaster and emergency preparedness as well as other important components. Visitors must sign in and out for school and student access. Radios have been provided for teachers and support staff in addition to the main office personnel, custodians and counselor to increase communication and safety throughout the school day.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	6		
1	20	7	9	
2	18	7	9	
3	16	17	3	
4	24	7	9	
5	21	7	9	
Other	15	11	4	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	24		9	
2	20	9	1	
3	19	6	8	
4	23		14	
5	31		12	
Other	19	10	16	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	0
1	24	0	13	0
2	22	2	18	0
3	27	0	10	0
4	30	0	6	0
5	28	0	10	0
6	0	0	0	0
Other	20	8	6	3

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	513

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$8,993	\$1,585	\$7,408	\$86,812
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-39.6	-1.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-14.0	-1.8

Fiscal Year 2022-23 Types of Services Funded

Lone Tree Elementary School funds a part-time reading aide for to support students and a part-time bilingual aide to provide additional support to level 1 & 2 English Language Learners in the areas of language development, vocabulary development, literacy, and phonics instruction. Teachers are also paid to provide after school intervention.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Marsh Elementary 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	Marsh Elementary School
Street	2304 G Street
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7410
Principal	Mr. Blair Wilkins
Email Address	BlairWilkins@AntiochSchools.net
School Website	www.AntiochSchools.net/Marsh
County-District-School (CDS) Code	07 61648 6003610

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

The mission of Marsh Elementary School is to provide engaging academic and collaborative learning activities that are guided, collaborative, and rigorous for our students. This will lead to independent and interactive learning experiences. These best practices will be designed to promote student inquiry and discovery about the world in which they live. Marsh Elementary School is the oldest elementary school in Antioch, California. It was dedicated in 1948. Marsh is located in central Antioch, surrounded by single dwelling homes, condominiums, and apartments. Marsh serves approximately 540 students. Marsh is a Title I / CSI school and receives federal funding. CBEDs data reflects that our student population is culturally diverse: HISPANIC OR LATINO 54.9%, BLACK (NON-HISPANIC) 27.5%, WHITE (NON-HISPANIC) 5.1%, MULTI-ETHNIC (NON-HISPANIC) 4.9%, PACIFIC ISLANDER (NON-HISPANIC) 3.13%, ASIAN (NON-HISPANIC) 1.84%, FILIPINO (NON-HISPANIC) 1.84%. 3.4% are experiencing homelessness.

There are 184 English Language Learner students and reclassified students 10.3% (19) who have been re-designated as Fluent English Proficient. English learners have the following primary languages: Spanish, Tongan, Filipino, Vietnamese and "other".

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	74
Grade 2	104
Grade 3	88
Grade 4	93
Grade 5	78
Total Enrollment	530

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
Asian	2.1%
Black or African American	27.5%
Filipino	2.3%
Hispanic or Latino	54.9%
Native Hawaiian or Pacific Islander	3.2%
Two or More Races	4.9%
White	5.1%
English Learners	31.1%
Foster Youth	0.2%
Homeless	0.9%
Socioeconomically Disadvantaged	83%
Students with Disabilities	7.4%

A. Conditions of Learning

State Priority: Basic

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

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

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)	26.00	92.22	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.54	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	1.10	4.21	32.40	4.38	18854.30	6.86
Total Teaching Positions	28.20	100.00	741.20	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)	26.80	96.41	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	1.00	3.59	29.40	3.81	15831.90	5.67
Total Teaching Positions	27.80	100.00	772.40	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	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.2	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 32 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 3 portables on the site. The initial construction was completed in 1947. Additional construction, which included Wing III, a multi-purpose room, additional classrooms and a library, were built in phases between 1952 and 1972. The school opened in 1947.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

4/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			Room 16: burned plug near white board. Broken hinge on cabinet door. Room 17B: electrical outlet pulled away from wall hanging.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 16: burned plug near white board. Broken hinge on cabinet door.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	13	11	27	27	47	46
Mathematics (grades 3-8 and 11)	7	7	14	14	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	256	250	97.66	2.34	10.80
Female	131	129	98.47	1.53	10.85
Male	125	121	96.80	3.20	10.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	61	61	100.00	0.00	4.92
Filipino	--	--	--	--	--
Hispanic or Latino	156	152	97.44	2.56	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	23.08
English Learners	98	93	94.90	5.10	3.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	219	215	98.17	1.83	11.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	0.00

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	255	252	98.82	1.18	7.14
Female	130	129	99.23	0.77	5.43
Male	125	123	98.40	1.60	8.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	61	60	98.36	1.64	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	156	156	100.00	0.00	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	0.00
English Learners	98	98	100.00	0.00	3.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	218	216	99.08	0.92	6.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	7.87	2.60	15.18	15.38	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	77	77	100.00	0.00	2.60
Female	37	37	100.00	0.00	2.70
Male	40	40	100.00	0.00	2.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	3.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	98	98	98	98	98

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

Marsh hosts several events that offer opportunities for parents to come to the school to learn about and celebrate their children's accomplishments as well as to support and interact with the students and staff. Parents are invited to attend the Title 1 Parent Meeting, SSC, Back to School Night, Open House, parent-teacher conferences, School Site Council (SSC), English Language Advisory Committee (ELAC), awards ceremonies, and other annual events, such as: chorus concerts, family check ins, After School Clubs, the Running Club, the Turkey Trot; and the Jump Rope for Heart event.

For more information on how to participate at Marsh Elementary School, please contact the school office at 925.779.7410.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	600	326	54.3
Female	312	299	148	49.5
Male	310	301	178	59.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	11	7	63.6
Black or African American	179	171	113	66.1
Filipino	13	12	1	8.3
Hispanic or Latino	333	327	155	47.4
Native Hawaiian or Pacific Islander	22	20	17	85.0
Two or More Races	30	28	19	67.9
White	32	31	14	45.2
English Learners	204	200	76	38.0
Foster Youth	1	1	1	100.0
Homeless	8	6	5	83.3
Socioeconomically Disadvantaged	526	510	290	56.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	68	47	69.1

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	5.70	7.88	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.88	0
Female	3.85	0
Male	11.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.69	0
Black or African American	13.97	0
Filipino	0	0
Hispanic or Latino	4.8	0
Native Hawaiian or Pacific Islander	4.55	0
Two or More Races	6.67	0
White	12.5	0
English Learners	1.96	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.07	0

2023-24 School Safety Plan

The School Safety Plan was last updated on June 22, 2023, with strategies and procedures set in place for a safe and orderly environment. Evacuation plans were updated at the end of the 2020-21 school year and have been maintained each school year.

Fire drills occur on a bi-monthly basis.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	3	1
1	15	13	3	
2	19	8	8	
3	18	6	6	
4	23	5	7	
5	21	6	6	
Other	88	11	4	2

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	1
1	24		16	
2	23		16	
3	26		16	
4	25		12	
5	24		15	
Other	11	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	3	1
1	23	0	12	0
2	25	0	16	0
3	22	4	12	0
4	25	1	12	0
5	27	2	2	2
6	0	0	0	0
Other	16	4	3	0

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	530

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$9,614	\$2,166	\$7,448	\$86,453
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-39.1	-2.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-27.0	-2.2

Fiscal Year 2022-23 Types of Services Funded

Types of Services Funded: 1:1 technology devices, teams boards, Additional SEL counseling, Recess Coach, AR (Accelerated Reader), 1 part-time bilingual office assistant, 2 part-time bilingual aides, and hourly intervention teachers are funded through the School Site Plan.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Mission Elementary 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	Mission Elementary School
Street	1711 Mission Drive
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7435
Principal	Mindy Laituri
Email Address	MindyLaituri@AntiochSchools.net
School Website	www.antiochschools.net/Mission
County-District-School (CDS) Code	07 61648 6084941

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

The Mission School Community is committed to bringing students rich standards based instruction, that prepares them for continued schooling leading them to college, career, and life. We are also committed to promoting self-reliance, self-respect, self-responsibility, and social emotional development within the student community. Our motto is that every child can and will succeed given time, rigorous instruction, and focused intervention.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	68
Grade 2	76
Grade 3	92
Grade 4	93
Grade 5	79
Total Enrollment	479

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	1.9%
Asian	4.6%
Black or African American	23.8%
Filipino	3.3%
Hispanic or Latino	47%
Native Hawaiian or Pacific Islander	4%
Two or More Races	5.8%
White	9.6%
English Learners	22.5%
Homeless	2.5%
Socioeconomically Disadvantaged	76.4%
Students with Disabilities	17.3%

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)	25.40	96.21	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.79	41.80	5.65	12115.80	4.41
Unknown	0.00	0.00	32.40	4.38	18854.30	6.86
Total Teaching Positions	26.40	100.00	741.20	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)	21.90	87.97	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.01	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.01	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	1.00	4.01	29.40	3.81	15831.90	5.67
Total Teaching Positions	24.90	100.00	772.40	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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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.

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 8 portables on the site. The school was constructed in 1973. The school opened in 1973.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/22/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		A4: 1 stained ceiling tile A8: Damaged transition by sink B3: 1 broken lighting tombstone, 1 bad ballast, 2 damaged ceiling tiles B5: Missing light diffuser B7: Missing cove base by teacher's desk

School Facility Conditions and Planned Improvements

				B8: Missing ceramic tile in floor of rear entry. Small hole in wall by intake vent/sink. C2: Small hole in wall by intake vent/sink. C4: Missing cover base by teacher's desk. C7: Small hole in wall by intake vent/sink. Port 7: Wall panel damage by door. Port 9: Wall panel damage by door. Wing B Hallway: Damaged cover base at end of hall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			B3: 1 broken lighting tombstone, 1 bad ballast, 2 damaged ceiling tiles
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A Wing Boys Restroom: Sink faucet missing handle.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	27	21	27	27	47	46
Mathematics (grades 3-8 and 11)	14	14	14	14	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	260	256	98.46	1.54	21.09
Female	127	124	97.64	2.36	25.81
Male	133	132	99.25	0.75	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	14	13	92.86	7.14	15.38
Black or African American	60	60	100.00	0.00	8.33
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	131	130	99.24	0.76	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	21	20	95.24	4.76	65.00
English Learners	73	70	95.89	4.11	11.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	194	98.98	1.02	17.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	5.45

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	260	258	99.23	0.77	14.34
Female	127	125	98.43	1.57	13.60
Male	133	133	100.00	0.00	15.04
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Black or African American	60	60	100.00	0.00	1.67
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	131	131	100.00	0.00	11.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	21	19	90.48	9.52	36.84
English Learners	73	73	100.00	0.00	10.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	195	99.49	0.51	11.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	1.82

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)	15.48	9.59	15.18	15.38	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	78	77	98.72	1.28	9.09
Female	39	38	97.44	2.56	7.89
Male	39	39	100.00	0.00	10.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	8.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	11.76

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 5	95	95	95	95	95

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

Parents are encouraged to work as partners in educating students. Parents are given the opportunity to become active members of the SSC (School Site Council), and ELAC (English Language Advisory Committee). Parents are encouraged to serve as a volunteer in the classrooms. Special events are planned throughout the year: Family Fun Nights, Back to School Night, Open House, Parent Conferences, and various opportunities are provided to educate parents. Parents are kept informed about their children's progress through progress reports, report cards, Aeries Portal, Remind, Microsoft Teams, Parent Teacher Conferences and are invited to participate on Student Success Team meetings.

For more information on how to participate at Mission Elementary School, please contact the school office at 925.779.7435.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	537	525	217	41.3
Female	264	260	113	43.5
Male	273	265	104	39.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	9	4	44.4
Asian	28	28	6	21.4
Black or African American	134	130	75	57.7
Filipino	17	17	3	17.6
Hispanic or Latino	254	247	87	35.2
Native Hawaiian or Pacific Islander	20	19	14	73.7
Two or More Races	29	29	11	37.9
White	46	46	17	37.0
English Learners	140	139	46	33.1
Foster Youth	5	5	2	40.0
Homeless	15	13	6	46.2
Socioeconomically Disadvantaged	423	414	188	45.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	100	96	41	42.7

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	7.60	4.47	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.47	0
Female	5.3	0
Male	3.66	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.57	0
Black or African American	11.19	0
Filipino	0	0
Hispanic or Latino	1.97	0
Native Hawaiian or Pacific Islander	5	0
Two or More Races	0	0
White	4.35	0
English Learners	1.43	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2	0

2023-24 School Safety Plan

Mission Elementary school's safety plan is current. Mission's goals are to celebrate diversity, increase parent volunteerism, continue our after-school program, and limit the campus entry to one during school hours. The site safety plan is revised each year and is available for viewing in the school office. A concerted effort is made to report child abuse and seek resources for families in crisis. Mission now incorporates PBIS rules of being safe, kind and responsible. The PBIS program is institutionalized to support student behavior and celebrate good choices. This includes lessons that are taught school wide on how to demonstrate that in various areas of the school. We also incorporate Toolbox tools which help students to learn coping skills when working through problems. Each class has posters, lessons are taught, and each teacher and student are being taught. This is the eighth year for PBIS, and the seventh year for Toolbox. Mission Elementary began to incorporate Second Step in the 21- 22 school year, a district adopted SEL curriculum to support students' SEL needs. At the beginning of the 22 - 23 school year, Mission opened its Wellness Room for students use to self regulate emotions, reflect on decisions, and have guidance from an adult to help transition back to the classroom learning environment. At the beginning of the 23 - 24 school year, Mission Elementary introduced Bridge Builders and Mindful Life Project to also assist students with SEL, self regulation skills, a growth mindset, and focus on education. These strategies and procedures insure an orderly learning environment for everyone. (Revised Fall 2023).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	6		
1	31	9		2
2	19	8		1
3	19	8		1
4	12	7		
5	28	8		4
Other	88	3	1	5

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	42	1	3	4
2	47	1	3	3
3	24		3	
4	41	2	2	3
5	49	1	4	3
Other	48	3	2	5

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	46	0	2	2
2	25	0	3	0
3	22	1	3	0
4	69	0	2	4
5	60	0	2	3
6	0	0	0	0
Other	80	2	2	11

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	479

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,644	\$2,359	\$7,285	\$89,795
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-41.2	1.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-19.0	1.6

Fiscal Year 2022-23 Types of Services Funded

Mission Elementary receives Title I and supplemental and concentrated state funding for traditionally underserved students (socio-economically disadvantaged, African American, homeless, foster, English learners). Mission uses these monies to fund the following: after-school tutoring to target and address reading, writing and math deficiencies; after-school enrichment, SEL/Academic support with the Bridge Builders Program, release days for grade levels to plan instruction and assessment. Additionally, centrally-paid supplemental services include the after school program; push-in/pull-out intervention teachers to reteach standards and fluency skills to struggling students during small group instruction; a full-time counselor to provide whole class lessons on behavior and solving problems, small group and one-on-one counseling to address more specific social-emotional needs. Programs which are supported through Title one funding are: Accelerated Reading Program - Grades 1-5; I-Ready- K-5, and PBIS-Incentives. Other programs and services offered at Mission are: Speech Services; Adaptive Physical Education; Psychological Services, and Mental Health Specialist, and Mindful Life.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Mno Grant Elementary 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	Mno Grant Elementary School
Street	4325 Spaulding Street
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7465
Principal	Susan Moehlenbrock
Email Address	SusanMoehlenbrock@AntiochSchools.net
School Website	www.antiochschools.net/Grant
County-District-School (CDS) Code	07 61648 6115380

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Mission: Our goal is to educate the whole child to be a lifelong critical thinker and learner. Students will be academically and technologically literate. Students will learn to be effective collaborators and to take responsibility for their actions. We'll take them from Common Core standards to common sense application.

Vision: Mno Grant students will be provided a safe and nurturing learning environment. All students will have access to a comprehensive educational program that promotes individual worth. The Mno Grant Elementary community will focus on treating members of our learning community with respect by demonstrating responsibility for one's actions and learning. Mno Grant Elementary staff members, parents, and students will work cooperatively to provide an environment free from any forms of harassment.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	59
Grade 2	65
Grade 3	65
Grade 4	60
Grade 5	55
Grade 6	59
Total Enrollment	430

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.5%
Asian	3.5%
Black or African American	29.8%
Filipino	6.7%
Hispanic or Latino	42.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.9%
White	8.8%
English Learners	12.6%
Foster Youth	1.9%
Homeless	1.2%
Socioeconomically Disadvantaged	77.7%
Students with Disabilities	18.4%

A. Conditions of Learning

State Priority: Basic

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

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

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)	18.20	85.45	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	3.10	14.55	32.40	4.38	18854.30	6.86
Total Teaching Positions	21.30	100.00	741.20	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)	18.50	83.36	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.90	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	3.50	15.74	29.40	3.81	15831.90	5.67
Total Teaching Positions	22.20	100.00	772.40	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	0.20
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 27 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 4 portables on the site. The school was constructed in 1998. The school opened in 1998.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to Incident IQ to submit work requests. The Maintenance and Operations Department receives the Incident IQ requests, reviews, and creates work orders in Incident IQ which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 112: Tile floor near sink has damage--cracking and buckling IIQ # 29764 Room 203: Torn vinyl baseboard in classroom below front window and whiteboard

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Portable 4: The portable P4/P5 kitchen has a GFCI outlet not working Room 113: Loose wiring at duplex receptacles. IIQ ticket # 29765
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	26	21	27	27	47	46
Mathematics (grades 3-8 and 11)	23	13	14	14	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	250	241	96.40	3.60	21.16
Female	130	128	98.46	1.54	20.31
Male	120	113	94.17	5.83	22.12
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	--
Black or African American	75	75	100.00	0.00	12.00
Filipino	15	15	100.00	0.00	20.00
Hispanic or Latino	101	96	95.05	4.95	23.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	31.58
White	26	24	92.31	7.69	29.17
English Learners	39	36	92.31	7.69	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	22.22
Socioeconomically Disadvantaged	204	198	97.06	2.94	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	7.14

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	251	239	95.22	4.78	13.39
Female	131	127	96.95	3.05	11.02
Male	120	112	93.33	6.67	16.07
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	75	73	97.33	2.67	6.85
Filipino	15	15	100.00	0.00	13.33
Hispanic or Latino	101	95	94.06	5.94	13.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	26.32
White	27	24	88.89	11.11	16.67
English Learners	39	38	97.44	2.56	2.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	204	195	95.59	4.41	10.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	39	84.78	15.22	5.13

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)	23.44	21.43	15.18	15.38	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	61	56	91.80	8.20	21.43
Female	35	32	91.43	8.57	12.50
Male	26	24	92.31	7.69	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	23	21	91.30	8.70	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	46	92.00	8.00	19.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	100	93	97	85	54

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

Mno Grant staff members and administration encourage and welcome parent and community involvement. Teachers invite parents to volunteer in the classroom daily and to chaperone field trips. While we continue to restrict visitor access to campus, we do invite parents and the community to participate in Multicultural Night, Music and Choir Performances, Assemblies, Theatre of All Possibilities Performances, Honor Roll Ceremonies, as well as classroom events. The PTA and ELAC organize events such as Red Ribbon Week, Literacy Night and Book Fair, Movie Night, and our annual Craft Faire. The Mno Grant adult community members are encouraged to join and assist PTA and ELAC during the school year. Parents who are interested in learning more about how the school budgets can be utilized to support student learning are encouraged to attend the Title I Parent Involvement Meeting and the School Site Council. School Site Council meeting agendas are posted to the community 5 days in advance.

For more information on how to participate at Grant Elementary School, please contact the school office at 925.779.7465.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	470	180	38.3
Female	249	225	83	36.9
Male	276	245	97	39.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	27	22	3	13.6
Black or African American	159	139	58	41.7
Filipino	31	31	15	48.4
Hispanic or Latino	220	201	69	34.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	38	36	16	44.4
White	47	38	19	50.0
English Learners	86	77	22	28.6
Foster Youth	11	10	3	30.0
Homeless	6	5	1	20.0
Socioeconomically Disadvantaged	406	366	144	39.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	96	51	53.1

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	0.23	4.73	5.33	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.65	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.33	0
Female	4.42	0
Male	6.16	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.43	0
Filipino	0	0
Hispanic or Latino	2.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.53	0
White	4.26	0
English Learners	4.65	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.91	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.1	0

2023-24 School Safety Plan

The School Site Council adopted the Safety Plan on September, 28, 2023.. The plan was updated and reviewed with staff on January 16, 2024. The Safety Plan includes disaster and emergency procedures as well as daily school safety procedures for the entire school community. Procedures are implemented daily for a safe and orderly environment at all times. Fire drills occur on a monthly basis and disaster drills are planned throughout the school year. Grant Elementary is a PBIS school, with a focus on teaching each student to Be Responsible, Be Respectful and Be Safe. Student behaviors that are unsafe, irresponsible, or disrespectful are tracked in the school Aeries system. Classroom teachers have taught all students the "Tools" for handling conflict and making positive choices through Second Step programs. Most teachers have been trained to use Kagan Cooperative Learning Structures in daily lessons, to promote student collaboration and engagement in the learning task. Staff analyzes behavior data and provides interventions to groups or individual students as warranted. All suspensions and serious discipline are reported to the California Safe Schools Assessment. AUSD has a zero-tolerance policy for weapons on campuses. The staff requires all guests to sign in at the school office upon arrival to campus. The office door to the parking lot remains locked with a doorbell to alert staff to visitors if an imminent threat is suspected.

For the 2023-24 school year, all emergency buckets, backpacks, and small teacher fanny packs that contain first aide and other emergency supplies were inventoried and updated as needed. Updated fire drill maps were posted, based on a teacher survey in February 2020, Custodians continue to clean all used areas on campus daily according to protocol to combat the spread of communicable diseases.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4		
1	25	4	1	2
2	26	6		3
3	26	4		2
4	29	4		3
5	31	4		3
6	41		4	7
Other	19	3	1	1

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	34		1	1
1	25	2		1
2	29	2		2
3	35		2	3
4	40		2	3
5	48		2	3
6	29		9	3
Other	22	5		1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	1	1
1	24	0	8	0
2	25	0	5	0
3	23	0	7	0
4	27	0	8	0
5	26	0	8	0
6	30	0	14	0
Other	16	13	7	0

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	430

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$10,703	\$2,877	\$7,826	\$95,387
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-34.3	7.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-9.8	7.7

Fiscal Year 2022-23 Types of Services Funded

Mno Grant Elementary School receives funding from the State Government in categories of Title I, LCAP and General funds. These are used to provide supplies, books, professional development, differentiated instruction (reading and math interventions), enrichment courses within the school day (computer technology skills, music appreciation, Band, Choir, PE) and enrichment or intervention programs outside of the school day (online reading and math programs and math tutoring).

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Orchard Park 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	Orchard Park School
Street	5150 Live Oak Avenue
City, State, Zip	Oakley, CA 94561
Phone Number	925.779.7445
Principal	Gretchen Gaudy
Email Address	GretchenGaudy@antiochschools.net
School Website	www.antiochschools.net/OPS
County-District-School (CDS) Code	07 61648 0113761

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net/

2023-24 School Description and Mission Statement

Orchard Park, in partnership with home and community, is committed to preparing students to take responsibility for themselves and their own learning. The mission is to develop the whole child; shaping respectful citizens with a foundation in good character, communication, problem solving, and basic skills, while instilling self-esteem and a lifelong love of learning in a diverse world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	75
Grade 2	71
Grade 3	71
Grade 4	80
Grade 5	69
Grade 6	86
Grade 7	99
Grade 8	75
Total Enrollment	716

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.3%
Asian	1.7%
Black or African American	15.9%
Filipino	4.3%
Hispanic or Latino	52.2%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	5%
White	19.8%
English Learners	14%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	68.6%
Students with Disabilities	10.2%

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)	31.60	99.50	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	0.10	0.50	32.40	4.38	18854.30	6.86
Total Teaching Positions	31.80	100.00	741.20	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)	30.70	97.15	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.63	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	0.60	2.18	29.40	3.81	15831.90	5.67
Total Teaching Positions	31.60	100.00	772.40	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	0.20
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16) 6-8 (Literature Common Core 6-8, Pearson, © 2015) (Adopted 1/21/15) 6-8 ELD: Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	K-5 (My Math, McGraw-Hill, © 2014) (Adopted 3/12/14) 6-8 (Math Course 1-3, McGraw-Hill, © 2014 and Math Accelerated, McGraw-Hill, © 2014) (Adopted 4/9/14),	Yes	0%
Science	K-5 (TWIG Science, TWIG, © 2020) (Adopted 5/12/21) 6-8 (California Elevate Science-Integrated, Pearson © 2020) (Adopted 9/23/20)	Yes	0%
History-Social Science	K-5 (My World Interactive, Pearson, © 2018) (Adopted 3/28/18) 6-8 (World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018) (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	K-5 (N/A) 6-8 (Varies by course)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 32 classrooms, a multi-purpose room, a library and an administration building. Construction was completed in 2007. The school opened in 2007.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 8: Carpet ruined with paint and clay-ART ROOM
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	38	33	27	27	47	46
Mathematics (grades 3-8 and 11)	21	22	14	14	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	493	480	97.36	2.64	33.40
Female	236	230	97.46	2.54	36.52
Male	257	250	97.28	2.72	30.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	59	92.19	7.81	20.34
Filipino	22	22	100.00	0.00	54.55
Hispanic or Latino	275	270	98.18	1.82	30.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	50.00
White	93	91	97.85	2.15	38.46
English Learners	75	72	96.00	4.00	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	336	325	96.73	3.27	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	59	96.72	3.28	8.47

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	494	480	97.17	2.83	21.67
Female	236	230	97.46	2.54	20.00
Male	258	250	96.90	3.10	23.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	59	92.19	7.81	8.47
Filipino	22	22	100.00	0.00	31.82
Hispanic or Latino	276	271	98.19	1.81	16.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	42.31
White	93	90	96.77	3.23	33.33
English Learners	75	73	97.33	2.67	5.48
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	336	325	96.73	3.27	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	59	95.16	4.84	6.78

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)	24.03	28.57	15.18	15.38	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	146	140	95.89	4.11	28.57
Female	68	64	94.12	5.88	21.88
Male	78	76	97.44	2.56	34.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	12	80.00	20.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	78	75	96.15	3.85	22.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	31	31	100.00	0.00	38.71
English Learners	25	24	96.00	4.00	8.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	84	93.33	6.67	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	20.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	97	97	96	96	99
Grade 7	98	98	98	98	98

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

Orchard Park strongly encourages parent participation in the education process. Parents are invited to participate in Orchard Park's Parent Teacher Organization(PTO), English Language Advisory Council (ELAC), School Site Council, volunteer in classrooms, and communicate regularly with the classroom teacher. Parents are also encouraged to provide feedback to the school by completing an annual parent survey. For more information on how to participate at Orchard Park School, please contact the school office at 925.779.7445.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	776	288	37.1
Female	385	376	135	35.9
Male	406	400	153	38.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	15	14	7	50.0
Black or African American	134	129	52	40.3
Filipino	37	37	10	27.0
Hispanic or Latino	411	402	143	35.6
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	39	39	13	33.3
White	147	147	60	40.8
English Learners	122	119	42	35.3
Foster Youth	6	6	0	0.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	548	538	227	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	102	45	44.1

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	7.06	6.70	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.14	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.7	0
Female	2.86	0
Male	10.34	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	14.18	0
Filipino	0	0
Hispanic or Latino	5.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.13	0
White	6.8	0
English Learners	5.74	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.66	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.32	0

2023-24 School Safety Plan

Orchard Park's Comprehensive Safety Plan and Emergency Preparedness Plan were last revised February 2023 and are available for viewing in the school office. Both plans were developed with staff and parent input. The Comprehensive Safety outline policies and procedures to ensure student safety while at school. The emergency preparedness plan outlines procedures to be followed in the event of an emergency at school.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	6		
1	17	9	6	
2	20	5	10	
3	14	12	3	
4	18	6	9	
5	24	6	9	
6	9	51	1	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		8	
1	20	1	8	
2	20	11		1
3	24		12	
4	32		4	
5	21	4	8	
6	16	16	15	
Other	25	4	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	0
1	25	0	8	0
2	24	0	7	0
3	23	0	8	0
4	36	0	4	1
5	29	0	5	0
6	17	18	10	1
Other	30	0	3	0

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	716

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$16,826	\$2,270	\$14,556	\$95,992
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	27.2	8.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	37.3	8.3

Fiscal Year 2022-23 Types of Services Funded

ELAP - English Language Acquisition Program and After School English Language Arts, Math, and Visual and Performing Arts. LCAP and Title 1 funds are allocated for intervention and technology supports in the classroom.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Park Middle 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/fq/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	Park Middle School
Street	#1 Spartan Way
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7420
Principal	Robert Bowers
Email Address	RobertBowers@antiochschools.net
School Website	www.antiochschools.net/Park
County-District-School (CDS) Code	07 61648 6061154

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Our role at Park Middle School is to prepare students for success in life. We believe that academics are the key to success. Teachers, students and parents working together is the equation for student growth and achievement. Park believes the campus is a place of learning - about the curriculum and about each other. Park promotes and encourages involvement in school activities and in our Antioch community. Park students will challenge themselves to set and reach goals and know that they will be supported. Park students understand the positive habits they create while in middle school will help them succeed in high school and in life. Park believes that working together and living the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) will serve as the foundation to progress and achievement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	346
Grade 7	309
Grade 8	340
Grade 12	1
Total Enrollment	996

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
American Indian or Alaska Native	0.4%
Asian	2.6%
Black or African American	19.3%
Filipino	2.8%
Hispanic or Latino	56.5%
Native Hawaiian or Pacific Islander	2.3%
Two or More Races	5%
White	11%
English Learners	18.8%
Foster Youth	0.4%
Homeless	2.2%
Socioeconomically Disadvantaged	86.6%
Students with Disabilities	16.9%

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)	37.50	78.93	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.84	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.60	7.65	41.80	5.65	12115.80	4.41
Unknown	5.90	12.56	32.40	4.38	18854.30	6.86
Total Teaching Positions	47.60	100.00	741.20	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)	38.10	84.12	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.20	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.20	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.04	40.30	5.22	11953.10	4.28
Unknown	3.80	8.44	29.40	3.81	15831.90	5.67
Total Teaching Positions	45.30	100.00	772.40	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	1.00
Misassignments	0.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.40	1.00

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.

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	1.80	0.70
Local Assignment Options	1.80	0.60
Total Out-of-Field Teachers	3.60	1.30

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)	0.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature Common Core 6-8, Pearson, © 2015 (Adopted 1/21/15) Literature Common Core 6-8, Pearson, © 2015 (Adopted 1/21/15) ELD Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Math Course 1-3, McGraw-Hill, © 2014 and Math Accelerated, McGraw-Hill, © 2014 (Adopted 4/9/14), and Algebra 1, HMH, © 2014 (Adopted 6/11/14)	Yes	0%
Science	California Elevate Science-Integrated, Pearson © 2020 (Adopted 9/23/20)	Yes	0%
History-Social Science	World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	Varies by course	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 35 classrooms, a multi-purpose room, a library, a gym and an administration building. In addition, there are 15 portables on the site. Initial construction was completed in 1959. Additional classrooms were completed in 1962 and 1972. The school opened in 1959.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to Incident IQ to submit work requests. The Maintenance and Operations Department receives the Incident IQ tickets requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	100 Hall: Needs painted, textured wall, paint worn and uneven 200 Hall: Floor needs tiles replaced, some missing pieces, crack running in some sections 300 Hall: Crack running down middle of hall, near 302 400 Girls Restroom: Paint is bubbling and peeling of walls, ticket submitted previously Gym: Painted surfaces need updated, paint is wearing in some spots due to use. Holes from previous ventilation or pipes needs covered. Multi: Walls need fresh paint, high use and cleaning is causing paint to change colors. Office: Several ceiling tiles need replaced, incident IQ previously submitted Room 310: Cracked tiles in several sections, previously submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Parking Lot: Vegetation issues are causing safety issues to students and staff, also fire hazard
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Parking Lot: Vegetation issues are causing safety issues to students and staff, also fire hazard Playground: Need numbers painted on blacktop for lining up students, track needs emergency numbers repainted for evacuation also. Previously submitted
Structural: Structural Damage, Roofs	X			Room 205: Missing some ceiling tiles Track: Vegetation and dead trees present fire hazard. Uneven grass area on playing field presents safety issues for students. Track has some washout issues with surfaces
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Port 901: Port 902: Port 903:

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)	25	23	27	27	47	46
Mathematics (grades 3-8 and 11)	12	11	14	14	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	1009	966	95.74	4.26	23.32
Female	502	487	97.01	2.99	26.28
Male	507	479	94.48	5.52	20.29
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	52.00
Black or African American	187	175	93.58	6.42	15.43
Filipino	26	25	96.15	3.85	56.00
Hispanic or Latino	589	570	96.77	3.23	22.63
Native Hawaiian or Pacific Islander	23	23	100.00	0.00	13.64
Two or More Races	45	41	91.11	8.89	19.51
White	111	105	94.59	5.41	29.52
English Learners	197	191	96.95	3.05	4.19
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	21.05
Military	35	34	97.14	2.86	21.21
Socioeconomically Disadvantaged	874	837	95.77	4.23	21.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	176	153	86.93	13.07	4.58

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	1010	966	95.64	4.36	10.78
Female	503	487	96.82	3.18	11.29
Male	507	479	94.48	5.52	10.25
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	16.00
Black or African American	188	177	94.15	5.85	7.34
Filipino	26	25	96.15	3.85	40.00
Hispanic or Latino	589	569	96.60	3.40	9.49
Native Hawaiian or Pacific Islander	23	23	100.00	0.00	13.04
Two or More Races	45	41	91.11	8.89	12.20
White	111	104	93.69	6.31	14.56
English Learners	197	190	96.45	3.55	1.05
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	10.53
Military	35	34	97.14	2.86	8.82
Socioeconomically Disadvantaged	875	837	95.66	4.34	9.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	177	152	85.88	14.12	2.63

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)	13.25	15.09	15.18	15.38	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	335	318	94.93	5.07	15.09
Female	168	162	96.43	3.57	12.35
Male	167	156	93.41	6.59	17.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	64	60	93.75	6.25	5.00
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	189	181	95.77	4.23	11.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	36	33	91.67	8.33	36.36
English Learners	63	60	95.24	4.76	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	21	95.45	4.55	14.29
Socioeconomically Disadvantaged	290	275	94.83	5.17	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	49	87.50	12.50	2.04

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 7	93	89	94	80	93

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

Parents can become involved in the Park Middle School community in many ways this year. First and foremost, all parents are invited to join the PTSA. PTSA meets monthly to discuss school needs, upcoming events and plan future activities for the students, school and staff. A committed School Site Council meets once a month. It is open to attendance by all parents, students and community members, but only the Board members vote and make decisions while assisting in the governance of the school. Meeting dates are posted on the website. Finally, the English Language Advisory Committee meets 4-5 times during the school year. The dates for all of these meetings are posted on the school's website. Parents are invited to contact teachers or the office about volunteering in the classroom, chaperoning dances, coaching intramural sports, school registration, picture days and vision and hearing screenings. Call today to find out how you can help!

For more information on how to participate at Park Middle School, please contact the school office at 925.779.7420 or visit our website at <https://www.antiochschools.net/park>

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1120	1088	295	27.1
Female	556	541	141	26.1
Male	564	547	154	28.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	28	28	3	10.7
Black or African American	229	220	74	33.6
Filipino	29	28	5	17.9
Hispanic or Latino	630	614	148	24.1
Native Hawaiian or Pacific Islander	25	25	9	36.0
Two or More Races	54	52	14	26.9
White	120	117	40	34.2
English Learners	236	230	52	22.6
Foster Youth	11	9	1	11.1
Homeless	24	23	5	21.7
Socioeconomically Disadvantaged	972	947	270	28.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	192	186	62	33.3

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	0.09	16.64	20.18	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.09	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	20.18	0.09
Female	12.95	0
Male	27.3	0.18
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.14	0
Black or African American	34.5	0.44
Filipino	10.34	0
Hispanic or Latino	16.67	0
Native Hawaiian or Pacific Islander	4	0
Two or More Races	27.78	0
White	15.83	0
English Learners	16.53	0
Foster Youth	45.45	0
Homeless	20.83	0
Socioeconomically Disadvantaged	20.78	0.1
Students Receiving Migrant Education Services	0	0
Students with Disabilities	23.96	0.52

2023-24 School Safety Plan

The School Safety Plan is current, and appropriate strategies and procedures are in place for an orderly environment. However, for the 23-24 school year Park Middle School is aligning their Safety Plan with “In an Emergency Say it Twice. Say it Twice.” These safety plan covers standard response protocols for outside threat, inside threat, dire, hazmat, earthquake, and weapon.

Disaster, fire, threat, and earthquake drills occur regularly and have been scheduled to exceed the minimum state requirement. The Safety Plan was approved through the School Site Council on February 23, 2023. It is mandated that visitors sign in at the office. For the 2023-2024 we have increased our site safety to 3 full-time staff, 4 pupil monitors, and 4 administrators on site to also ensure safety. Additionally, the district provided Strategic Threat Management to support incident as needed.

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	11	75		
Mathematics	12	55		
Science	15	48		
Social Science	14	53		

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	24	6	23	
Mathematics	23	5	22	
Science	27	2	22	
Social Science	26	4	21	1

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	26	5	20	3
Mathematics	26	2	21	0
Science	28	3	17	3
Social Science	28	3	18	2

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	996

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.1

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	\$9,407	\$2,010	\$7,397	\$92,029
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-39.8	4.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-12.2	4.1

Fiscal Year 2022-23 Types of Services Funded

Services funded through Site Plan and School Site Funds:

- After School Homework Support
- Math tutoring
- EL Aides
- Bi-Lingual Aides
- On Campus Intervention Room
- Wellness Room Paraprofessional
- Dynamic Mindfulness
- Bi-Lingual Office Assistant
- Mental Health Clinicians
- PBIS
- Partnerships with Bridge Builders organizations that provide mentoring, group sessions, and conflict mediation.
- HEROS Programmed designed to foster community through structured lunchtime activities
- Culturally Responsive SEL Novel Based Pilot
- Technology to Support PBL
- AVID Coach and Electives
- STEM Field Trips
- Increased Parent Communication through Website and Social-Media presence
- Restorative Practice Facilitator
- Career Technology Education
- Bay Area Regional Center afterschool program

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Prospects 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	Prospects High School
Street	820 West Second St.
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7490
Principal	Jose Hernandez
Email Address	JoseHernandez@antiochschools.net
School Website	www.antiochschools.net/Prospects
County-District-School (CDS) Code	07 61648 0730259

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	https://www.antiochschools.net

2023-24 School Description and Mission Statement

Prospects High School is an Alternative Education Program designed to offer students in the AUSD an alternative to the comprehensive high school model. It is an independent study program which allows students to complete their high school courses at home; with direction from a certificated teacher. It is designed for the student who is self-motivated and requires minimal instruction to complete their course assignments. Students meet with their teacher one hour per week to receive the week's lessons, correct homework, take tests and receive instruction. We also provide in person math classes and tutoring support. Prospects offers a high school diploma and is WASC accredited.

It is Prospects High School's mission to provide students with the values, skills, and knowledge necessary to ensure lifelong learning, strong self-esteem, and responsible citizenship. The vision of Prospects High School is to provide a safe environment and a nurturing community where learners grow in knowledge, confidence and independence. Our school community has embraced the following core values: We believe that all students can learn We believe that every student deserves opportunities We believe that honoring diversity strengthens us We believe academic success is the only option

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	6
Grade 1	7
Grade 2	8
Grade 3	7
Grade 4	3
Grade 5	7
Grade 6	6
Grade 7	8
Grade 8	10
Grade 9	16
Grade 10	48
Grade 11	68
Grade 12	54
Total Enrollment	248

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53.2%
Male	46.8%
Asian	2.8%
Black or African American	22.6%
Filipino	2.4%
Hispanic or Latino	44%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6%
White	21.4%
English Learners	10.9%
Foster Youth	1.2%
Homeless	2%
Socioeconomically Disadvantaged	72.6%
Students with Disabilities	19.8%

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)	2.00	12.73	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.00	87.27	41.80	5.65	12115.80	4.41
Unknown	0.00	0.00	32.40	4.38	18854.30	6.86
Total Teaching Positions	16.10	100.00	741.20	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)	2.80	17.92	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	7.19	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.60	72.23	40.30	5.22	11953.10	4.28
Unknown	0.40	2.67	29.40	3.81	15831.90	5.67
Total Teaching Positions	16.10	100.00	772.40	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	0.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.10

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.

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	14.00	11.60
Total Out-of-Field Teachers	14.00	11.60

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Common Core Literature 9-12, Pearson, © 2015 (Adopted 1/21/15) ELD I - iLit Level E, Savvas, © 2017 (Adopted 6/15/22) ELD II - iLit Level F, Savvas, © 2017 (Adopted 6/15/22) ELD III - iLit Level G, Savvas, © 2017 (Adopted 6/15/22) ELD IV - iLit Level G, Savvas, © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	Algebra 1, Geometry, and Algebra 2, HMH, © 2014 (Adopted 6/11/14) Career-Based Math - Contemporary Mathematics for Business & Consumers, 9th Edition Cengage © 2020 (Adopted 5/12/21)	Yes	0%
Science	Biology - Biology, Pearson, © 2020 (Adopted 5/22/19), Earth Science, McGraw-Hill, © 2007, Chemistry, HMH, © 2007 and Physics, McGraw-Hill, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	World History, US History, Magruder's American Government, and Economics, Pearson © 2019 (Adopted 4/25/18)	Yes	0%
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school consists of 7 classrooms and administrative offices. The school was constructed in 1993. The school opened in 1993.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room 205: Stained ceiling tiles. Room 211: Stained ceiling tiles. Room 213: Stained ceiling tiles. Room 214: Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 126: Missing plate to cover exposed low voltage wiring.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sout Rest Rooms: Exhaust fan not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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)	30	29	27	27	47	46
Mathematics (grades 3-8 and 11)	8	4	14	14	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	137	89	64.96	35.04	29.21
Female	72	51	70.83	29.17	33.33
Male	64	37	57.81	42.19	24.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	14	51.85	48.15	28.57
Filipino	0	0	0	0	0
Hispanic or Latino	61	43	70.49	29.51	34.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	8	57.14	42.86	--
White	31	20	64.52	35.48	20.00
English Learners	15	7	46.67	53.33	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	64	66.67	33.33	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	15	57.69	42.31	0.00

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	137	89	64.96	35.04	4.49
Female	72	51	70.83	29.17	5.88
Male	64	37	57.81	42.19	2.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	13	48.15	51.85	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	61	44	72.13	27.87	6.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	8	57.14	42.86	--
White	31	20	64.52	35.48	5.00
English Learners	15	7	46.67	53.33	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	96	64	66.67	33.33	4.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	15	57.69	42.31	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	13.92	8.18	15.18	15.38	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	154	111	72.08	27.92	8.18
Female	85	62	72.94	27.06	6.45
Male	68	48	70.59	29.41	8.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	31	18	58.06	41.94	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	71	58	81.69	18.31	8.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	9	60.00	40.00	--
White	28	18	64.29	35.71	5.56
English Learners	19	13	68.42	31.58	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	86	74.14	25.86	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	19	65.52	34.48	10.53

2022-23 Career Technical Education Programs

Career Technical Education is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. CTE responds to the needs of the economy with regard to both industry focus and skills that are taught. To prepare our students for college, career, and life, our high schools offer rich curricular and instructional programs based on an academy design. Nine of the 15 California Career sectors are represented in our AUSD programming. CTE sequence of courses, coupled with Work-Based Learning, is embedded in each academy ensuring college readiness, increasing academic achievement, providing workforce preparation while contributing to career success and the economic development of the Antioch community. Each school site offers unique career pathways, for a specific list of pathways and course sequences please visit our website: www.antiochschools.net/pathways

The Antioch Unified School District annually applies for and receives funding through the Perkins Grant, Strong Work Force Grant, California Partnership Grants, and Career Technical Education Incentives Grant. The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires that each local educational agency (LEA) receiving Perkins V funds must involve parents, students, academic and Career Technical Education (CTE) teachers, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. Some key industry stakeholders who participate on our advisory committee includes: Los Medanos College, Kaiser Permanente, Comcast Business, Earn and Learn, Brookfield Properties, Fashion Design Institute, and American Medical Response & Contra Costa Fire.

Although Prospects does not offer Career Technology Education (CTE) courses, but do have access to a College & Career course. Student are encouraged to enroll and take courses at Los Medanos Community College.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	91.94
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

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
Parents are an integral part of their student's academic experience. The staff at Prospects high School offers various opportunities for parents to become and remain involved. Parents are encouraged to participate in School Site Council and also help support students through participation in academic celebrations such as awards ceremonies. Through these ceremonies, parents and students are congratulated on the academic accomplishments of the students. We also host parent nights in which student's work is put on display and showcased for positive acknowledgement and a College and Career Fair for students to look at post secondary opportunities. We at Prospects understand the importance of parental involvement and are looking at other ways to garner more support. For more information on how to participate at Prospects High School, please contact the school office at 925.779.7490.

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	30.5	23.9	27.7	8.2	11	12.2	9.4	7.8	8.2
Graduation Rate	59.8	59.3	58.5	85.6	83.6	81.8	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	65	38	58.5
Female	29	18	62.1
Male	36	20	55.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	18	9	50.0
Filipino	--	--	--
Hispanic or Latino	26	18	69.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	6	46.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	52	30	57.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	4	36.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	355	151	42.5
Female	233	188	80	42.6
Male	200	166	71	42.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	9	9	4	44.4
Black or African American	114	81	46	56.8
Filipino	9	7	4	57.1
Hispanic or Latino	170	146	55	37.7
Native Hawaiian or Pacific Islander	4	3	2	66.7
Two or More Races	38	34	13	38.2
White	88	74	26	35.1
English Learners	43	36	16	44.4
Foster Youth	7	6	3	50.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	307	252	116	46.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	66	29	43.9

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	0.00	1.15	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.23	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0.23
Female	0.43	0.43
Male	2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.88	0
Filipino	0	0
Hispanic or Latino	1.76	0.59
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.14	0
English Learners	4.65	2.33
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.3	0.33
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The School Safety Plan can be found on the school website. Appropriate strategies and procedures are in place for a safe and orderly environment. The safety plan includes a disaster and emergency preparedness plan. Disaster & fire drills occur regularly. Visitors are required to sign-in and obtain a pass before entering campus. The school has radios available for staff during the school day and emergency situations. AUSD has a zero-tolerance policy for weapons. All suspensions and discipline are reported to the California Safe Schools Assessment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	4		
1	4	3		
2	3	3		
3	3	3		
4	2	4		
5	2	3		
6	3	7		
Other	2	1		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	3		
1	5	3		
2	3	4		
3	3	3		
4	3	3		
5	2	3		
6	1	9		
Other	21	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1	0	0
1	4	2	0	0
2	4	2	0	0
3	4	1	0	0
4	2	2	0	0
5	4	2	0	0
6	1	14	0	0
Other	13	3	1	0

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	4	76		
Mathematics	4	46		
Science	1	39		
Social Science	2	87		

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	4	91		
Mathematics	3	37	1	
Science	2	37		
Social Science	3	79		

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	2	112	0	0
Mathematics	4	54	1	0
Science	2	69	0	0
Social Science	2	88	0	0

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$10,557	\$1,932	\$8,625	\$102,813
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-24.8	15.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-10.4	15.1

Fiscal Year 2022-23 Types of Services Funded

Funding is through the LCFF process, addressing the specific LCAP and school site goals. School Site Council is responsible for reviewing and voting on use of funds for site.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

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	0

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	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Sutter Elementary 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	Sutter Elementary School
Street	3410 Longview Rd.
City, State, Zip	Antioch, CA 94509
Phone Number	925-779-7425
Principal	Heather Ogden
Email Address	heatherogden@antiochschools.net
School Website	www.AntiochSchools.net/Sutter
County-District-School (CDS) Code	07-61648-6003628

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Sutter Elementary School is a place that provides a safe and welcoming environment, where diversity is embraced and learning is expected. We promote and model positive connections between students, staff, parents and community. Sutter School is an important stepping stone in the development of students' lives that will enable them to be prepared citizens of the future, academically, socially, and emotionally. We believe all children can learn at high levels.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	78
Grade 2	57
Grade 3	77
Grade 4	79
Grade 5	94
Total Enrollment	464

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5%
Male	54.5%
American Indian or Alaska Native	0.2%
Asian	6.5%
Black or African American	15.9%
Filipino	3.7%
Hispanic or Latino	53.7%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	3%
White	15.9%
English Learners	16.6%
Foster Youth	0.4%
Homeless	2.8%
Socioeconomically Disadvantaged	82.3%
Students with Disabilities	18.3%

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)	24.70	88.75	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.58	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.58	41.80	5.65	12115.80	4.41
Unknown	1.10	4.05	32.40	4.38	18854.30	6.86
Total Teaching Positions	27.90	100.00	741.20	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)	21.40	87.74	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.10	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.06	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.10	40.30	5.22	11953.10	4.28
Unknown	0.00	0.00	29.40	3.81	15831.90	5.67
Total Teaching Positions	24.30	100.00	772.40	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	0.00	0.90
Vacant Positions	1.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.90

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.

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	1.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	1.00

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)	0	22
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.5	20.9

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 3 portables on the site. The school was construction in 1964. The school opened in 1964.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A-1: Stained ceiling tiles. A-2: Stained ceiling tiles. No uniform complaint posting. A-3: Stained ceiling tiles. A-4: Wall damaged under whiteboard. B Center: Wall covering peeling across from B12.

School Facility Conditions and Planned Improvements

				B-10: Broken countertop B-2: Broken pencil sharpener. C Center: Broken paper towel dispenser. D Center Girls Restroom: Missing soap dispenser. D-1: Broken pencil sharpener. D-2: Missing base board by exterior door. D-6: Broken pencil sharpener. Library: Broken blinds. Stained ceiling tiles. Multi Boys Restroom: Paint peeling on wall. Multi Girls Restroom: Missing baseboard. Paint chipped and peeling. Multi: Broken electrical cover. Hole in wall near clock.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			K-1: No emergency plan posted. 6 lights out. Multi: Broken electrical cover. Hole in wall near clock.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D Center Girls Restroom: Missing soap dispenser.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	28	31	27	27	47	46
Mathematics (grades 3-8 and 11)	15	23	14	14	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	258	252	97.67	2.33	30.68
Female	112	111	99.11	0.89	28.83
Male	146	141	96.58	3.42	32.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	48	48	100.00	0.00	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	136	130	95.59	4.41	32.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	39.02
English Learners	39	34	87.18	12.82	8.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	22.22
Socioeconomically Disadvantaged	218	213	97.71	2.29	27.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	58	100.00	0.00	10.53

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	257	256	99.61	0.39	22.66
Female	111	111	100.00	0.00	15.32
Male	146	145	99.32	0.68	28.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	48	48	100.00	0.00	14.58
Filipino	--	--	--	--	--
Hispanic or Latino	136	135	99.26	0.74	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	31.71
English Learners	39	39	100.00	0.00	12.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	21.05
Socioeconomically Disadvantaged	217	216	99.54	0.46	18.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	57	100.00	0.00	7.02

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)	15.38	18.18	15.18	15.38	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	95	93	97.89	2.11	19.35
Female	38	38	100.00	0.00	13.16
Male	57	55	96.49	3.51	23.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	25.00
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	82	97.62	2.38	18.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	14.29

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 5	98	97	99	69	98

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

Parents are encouraged to participate in every aspect of school life. Parent volunteers are welcomed to help in classrooms and assist with small group instruction and special projects. Parents can also participate in field trips and school-wide events. We have an active PTA, and we offer many opportunities for fun and educational family activities throughout the year. Parents are invited to participate on School Site Council and ELAC.

For more information on how to participate at Sutter Elementary School, please contact the school office at 925-779-7425.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	490	161	32.9
Female	229	225	87	38.7
Male	272	265	74	27.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	32	32	8	25.0
Black or African American	81	78	33	42.3
Filipino	19	19	3	15.8
Hispanic or Latino	264	259	84	32.4
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	18	18	10	55.6
White	81	78	20	25.6
English Learners	104	102	23	22.5
Foster Youth	5	4	2	50.0
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	420	413	146	35.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	97	32	33.0

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	3.08	1.80	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.8	0
Female	0.87	0
Male	2.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.7	0
Filipino	5.26	0
Hispanic or Latino	0.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	2.47	0
English Learners	0	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	1.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.02	0

2023-24 School Safety Plan

Sutter's goals are to celebrate diversity, increase parent volunteerism, improve the social-emotional well-being of our students, and to limit the campus entry during school hours. The site safety plan is revised each year and is available for viewing in the school office. The 2021-2022 Safety Plan was approved by Sutter's School Site Council on February 9, 2023. The PBIS program and Character Counts, a character development program, have been implemented to raise the awareness of the importance of character, to support student behavior, and to celebrate good choices. A concerted effort is made to report child abuse and seek resources for families in crisis.

The safety plan includes disaster and emergency preparedness procedures. Fire drills occur monthly. Shelter-in-Place, Intruder and Earthquake drills are scheduled yearly. Visitor sign-in is enforced. AUSD has a zero-tolerance policy for weapons. All suspensions and discipline are reported to the California State Department of Education.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	9		
1	20	7	7	
2	15	18		
3	17	11	7	
4	16	11	9	
5	20	8	13	
Other	13	7		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	19	14		
2	24		14	
3	23	1	14	
4	28		13	
5	31		14	
Other	13	5	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	3	0
1	26	0	13	0
2	22	2	7	0
3	21	0	13	0
4	19	3	13	0
5	29	0	14	0
6	0	0	0	0
Other	20	5	5	0

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	464

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

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	\$9,192	\$1,725	\$7,467	\$93,126
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-38.8	5.3
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-23.4	5.3

Fiscal Year 2022-23 Types of Services Funded

Sutter Elementary receives Title I and supplemental and concentrated state funding for traditionally underserved students (socio-economically disadvantaged, African American, homeless, foster, English learners). Sutter uses these monies to fund the following: instructional aides to provide small group instruction on targeted reading and math skills; after school tutoring to target reading and math skills; release days for grade levels to plan instruction and assessment. Additionally, centrally-paid supplemental services include a reading intervention teacher to reteach standards and fluency skills to struggling students during small group instruction; a bilingual instructional aide to provide primary language support and English language acquisition for English learners to move them toward Fluent English Proficiency; a full-time counselor to provide whole class lessons on behavior and solving problems, small group and one-on-one counseling to address more specific social-emotional needs; a wellness room with a wellness room coordinator to support students who voluntarily need a place to go for a few minutes due to anxiety, sadness, anger, etc. Additional services for students who qualify include Resource services; Special Day class; Speech services.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Thomas Gaines Virtual Academy

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	Thomas Gaines Virtual Academy
Street	4730 Sterling Hill Drive
City, State, Zip	Antioch, CA 94531
Phone Number	925.779.7640
Principal	Crystal Berry
Email Address	CrystalBerry@AntiochSchools.net
School Website	www.antiochschools.net/TGVA
County-District-School (CDS) Code	07-61648-0141028

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

Thomas Gaines Virtual Academy (TGVA) is an Independent Study Program that is housed on the Black Diamond Middle School campus. It serves approximately 300 students in grades TK-8 with general education and special education services. TGVA provides a virtual learning option for students and families who may benefit from such an instructional model. Enrollment is entirely voluntary. The school is virtual in instructional delivery but does include opportunities for in-person experiences as well. All families who wish to enroll their student(s) in the Thomas Gaines Virtual Academy begin with an intake meeting with the principal or office staff. This allows the principal and teachers to know more about the student and how to support his/her needs. TGVA has a participation requirement of 96% and a work completion requirement of 60%. If students do not meet the requirement, a tiered re-engagement plan is implemented to get them back on track.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	20
Grade 1	41
Grade 2	37
Grade 3	35
Grade 4	55
Grade 5	48
Grade 6	52
Grade 7	69
Grade 8	74
Total Enrollment	431

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	1.2%
Asian	4.9%
Black or African American	26.7%
Filipino	5.8%
Hispanic or Latino	42.5%
Native Hawaiian or Pacific Islander	5.6%
Two or More Races	3.5%
White	10%
English Learners	15.1%
Homeless	0.9%
Socioeconomically Disadvantaged	81%
Students with Disabilities	21.3%

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)			631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned			5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			41.80	5.65	12115.80	4.41
Unknown			32.40	4.38	18854.30	6.86
Total Teaching Positions			741.20	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)	23.80	61.14	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	7.69	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	14.34	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.20	15.93	40.30	5.22	11953.10	4.28
Unknown	0.30	0.85	29.40	3.81	15831.90	5.67
Total Teaching Positions	38.90	100.00	772.40	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		1.00
Misassignments		4.40
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		5.50

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.

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		0.90
Local Assignment Options		5.20
Total Out-of-Field Teachers		6.20

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)		12.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0

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: 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

Students are provided a computer device, hot spot for wifi access and all textbooks are provided digitally.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16) 6-8 (Literature Common Core 6-8, Pearson, © 2015) (Adopted 1/21/15) 6-8 ELD: Level 1: iLit Level A Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 2: iLit Level B Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 3: iLit Level C Workbook Savvas © 2017 (Adopted 6/15/22) ELD Level 4: iLit Level D Workbook Savvas © 2017 (Adopted 6/15/22)	Yes	0%
Mathematics	K-5 (My Math, McGraw-Hill, © 2014) (Adopted 3/12/14) 6-8 (Math Course 1-3, McGraw-Hill, © 2014 and Math Accelerated, McGraw-Hill, © 2014) (Adopted 4/9/14),	Yes	0%
Science	K-5 (TWIG Science, TWIG, © 2020) (Adopted 5/12/21) 6-8 (California Elevate Science-Integrated, Pearson © 2020) (Adopted 9/23/20)	Yes	0%
History-Social Science	K-5 (My World Interactive, Pearson, © 2018) (Adopted 3/28/18)	Yes	0%

	6-8 (World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018) (Adopted 3/28/18)		
Foreign Language	N/A		N/A
Health	Goodheart-Wilcox Publisher: Comprehensive Health ©2023 (Adopted 6/15/22)	Yes	N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

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)	23	27	27	27	47	46
Mathematics (grades 3-8 and 11)	12	14	14	14	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	370	352	95.14	4.86	27.27
Female	182	174	95.60	4.40	32.18
Male	188	178	94.68	5.32	22.47
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Black or African American	104	94	90.38	9.62	20.21
Filipino	19	19	100.00	0.00	68.42
Hispanic or Latino	147	143	97.28	2.72	24.48
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	27.78
Two or More Races	21	20	95.24	4.76	20.00
White	39	36	92.31	7.69	36.11
English Learners	54	54	100.00	0.00	12.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	291	94.79	5.21	24.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	83	97.65	2.35	18.07

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	372	354	95.16	4.84	14.41
Female	184	176	95.65	4.35	15.91
Male	188	178	94.68	5.32	12.92
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Black or African American	105	95	90.48	9.52	9.47
Filipino	19	19	100.00	0.00	36.84
Hispanic or Latino	147	143	97.28	2.72	11.19
Native Hawaiian or Pacific Islander	18	18	100.00	0.00	16.67
Two or More Races	21	20	95.24	4.76	0.00
White	40	37	92.50	7.50	24.32
English Learners	54	54	100.00	0.00	11.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	292	94.81	5.19	11.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	83	97.65	2.35	8.43

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)	11.11	16.39	15.18	15.38	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	132	124	93.94	6.06	17.74
Female	72	68	94.44	5.56	20.59
Male	60	56	93.33	6.67	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	36	90.00	10.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	54	52	96.30	3.70	19.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	107	93.04	6.96	16.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	16.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	80	80	80	80	80
Grade 7	60	60	60	60	60

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

Thomas Gaines Virtual Academy (TGVA) has a School Site Council (SSC) that meets at least four times per school year. Families are also encouraged to join the English Language Advisory Council (ELAC) and the African American Parent Advisory Council (AAPAC). A Title I Parent Involvement Meeting is held in the Fall and Spring of each school year. Parents are also invited to attend and assist with in-person activities for their student's class, attend Coffee with the Principal events, and field trips. For more information on how to participate at Thomas Gaines Virtual Academy, please contact the school office at (925) 779-7640

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	682	552	89	16.1
Female	332	266	40	15.0
Male	350	286	49	17.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	7	1	14.3
Asian	27	21	0	0.0
Black or African American	210	170	32	18.8
Filipino	34	30	1	3.3
Hispanic or Latino	258	215	28	13.0
Native Hawaiian or Pacific Islander	36	30	8	26.7
Two or More Races	37	26	8	30.8
White	69	53	11	20.8
English Learners	96	83	5	6.0
Foster Youth	4	3	2	66.7
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	553	458	83	18.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	131	115	20	17.4

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		0.07	0.15	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions		0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0
Female	0	0
Male	0.29	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.39	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.76	0

2023-24 School Safety Plan

TGVA is a virtual academy with students attending online from home. The School Site Council reviews and approves the school safety plan annually. The school safety plan was last reviewed on February 8, 2023.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	5	2	
1	24	1	7	
2	24	1	7	
3	25	1	8	
4	22	2	6	
5	20	3	6	
6	25	4	14	
Other	24	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	0	0
1	17	7	0	0
2	18	6	0	0
3	16	6	0	0
4	25	0	6	0
5	15	3	6	0
6	11	17	10	0
Other	7	6	0	0

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	431

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
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	\$8,345	\$1,778	\$6,567	\$81,637
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-51.0	-7.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A		-7.9

Fiscal Year 2022-23 Types of Services Funded

TGVA funds technology equipment, online subscriptions to support literacy and math, 6/5ths for the Career Exploration elective, 6/5ths for the ELD I/II elective, AVID Professional Development, after school tutoring, and extra-curricular activities and clubs.

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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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

Turner Elementary 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	Turner Elementary School
Street	4207 Delta Fair Blvd.
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7430
Principal	Jessica Stone
Email Address	jessecastone@antiochschools.net
School Website	www.antiochschools.net/Turner
County-District-School (CDS) Code	07 61648 6003636

2023-24 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website	www.antiochschools.net

2023-24 School Description and Mission Statement

The Turner staff provides an environment where students feel safe and empowered to become confident lifelong learners. We place high importance on character building skills along with academics that will help our students achieve success at school and beyond.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	79
Grade 2	73
Grade 3	66
Grade 4	71
Grade 5	68
Total Enrollment	436

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2%
Male	54.8%
American Indian or Alaska Native	0.9%
Asian	13.1%
Black or African American	20.2%
Filipino	5.7%
Hispanic or Latino	47.7%
Native Hawaiian or Pacific Islander	1.8%
Two or More Races	3.9%
White	6.7%
English Learners	29.1%
Foster Youth	0.5%
Homeless	1.4%
Socioeconomically Disadvantaged	79.1%
Students with Disabilities	20.4%

A. Conditions of Learning **State Priority: Basic**

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

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

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)	20.00	90.92	631.00	85.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.70	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	30.10	4.06	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	41.80	5.65	12115.80	4.41
Unknown	2.00	9.08	32.40	4.38	18854.30	6.86
Total Teaching Positions	22.00	100.00	741.20	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)	18.10	90.07	634.60	82.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.30	3.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	43.60	5.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	40.30	5.22	11953.10	4.28
Unknown	2.00	9.93	29.40	3.81	15831.90	5.67
Total Teaching Positions	20.10	100.00	772.40	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	0

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: 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

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	TWIG Science, TWIG, © 2020 (Adopted 5/12/21)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 6 portables on the site. The initial construction was completed in 1968. Additional classrooms were constructed in 1974. The school opened in 1968.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/24/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Portable 1: Linoleum is in bad shape (no IQ entry) Portable 2: Linoleum is in bad shape (no IQ entry) Portable 3: Room needs new carpet (no IQ entry)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A Center Boys Restroom: Sink plugged (3rd sink) (IQ #25003)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	20	14	27	27	47	46
Mathematics (grades 3-8 and 11)	9	9	14	14	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	207	203	98.07	1.93	13.79
Female	93	91	97.85	2.15	19.78
Male	114	112	98.25	1.75	8.93
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	12.50
Black or African American	38	36	94.74	5.26	0.00
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	109	107	98.17	1.83	15.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	78	77	98.72	1.28	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17	1.83	11.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	0.00

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	207	203	98.07	1.93	8.87
Female	93	90	96.77	3.23	12.22
Male	114	113	99.12	0.88	6.19
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	20.83
Black or African American	38	36	94.74	5.26	2.78
Filipino	14	13	92.86	7.14	7.69
Hispanic or Latino	109	108	99.08	0.92	8.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	78	77	98.72	1.28	2.60
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	161	98.17	1.83	6.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	38	97.44	2.56	2.63

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)	11.76	10.61	15.18	15.38	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	69	66	95.65	4.35	10.61
Female	30	28	93.33	6.67	10.71
Male	39	38	97.44	2.56	10.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	15	88.24	11.76	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	8.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100.00	0.00	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.74	4.26	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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 5	90	100	100	100	100

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

Parental Involvement at Turner Elementary School:

1. Involvement of Parents in the Title I Program

A. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program:

- Annual meeting held to review test scores and share plans for improvement
- Opportunities to discuss school improvement plans
- Invitation to become involved in School Site Council (SSC) or English Learner Advisory Committee (ELAC)
- Communication and meetings are in two languages
- Letters home and personal invitations via flyers in weekly folder
- Hold Open House
- Hold Back-To-School Night

B. Offers a flexible number of meetings:

- Back-to-School Night and Open House
- SST Meetings/IEP Meetings/504 Meetings
- Newsletters
- Digital posts on Facebook page and school website
- Translated Materials

C. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy:

- SSC Meetings to review and monitor the School Plan for Student Achievement (SPSA)
- ELAC Meetings to give input on the ELD Program

2023-24 Opportunities for Parental Involvement

D. Provides parents of Title I students with timely information about Title I programs:

- Facebook and school website
- Written communication in dual languages
- Back-to-School Night presentations
- Title I Parent Nights

E. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet:

- Parent meetings
- ELAC Meetings
- Student Site Council Meetings
- Report cards in dual languages
- Back-to-School Night Presentations
- Open House
- IEPs and SSTs
- ELPAC testing
- Textbooks
- Counseling

F. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children:

- Family Nights – both academic and social based
- School Site Council Meetings
- ELAC Meetings
- Back-to-School Night
- Open House
- Parent-Teacher conferences
- Title I Parent Meeting
- IEPs and SSTs

2. School-Parent Compact

Turner Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

- The school's responsibility to provide high-quality curriculum and instruction.
- The parents' responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer, participate in, and observe the educational program.

3. Building Capacity for Involvement

Turner Elementary School provides opportunities for Title I parents to engage in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

A. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children:

- School Site Council Meetings
- Back-to-School Night
- Open House
- After School Programs
- Parent-Teacher Conferences
- Principal's Newsletter
- Title I Parent Meeting

2023-24 Opportunities for Parental Involvement

- ELAC Meetings

B. Provides materials and training to help Title I parents work with their children to improve their children's achievement:

- ELAC parent workshops with a translator provided
- All materials sent home translated into Spanish
- Providing translators for all meetings, Back-to-School Night, and parent teacher conferences

C. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners:

- ELAC Meetings
- Guest speakers to address parent needs and concerns
- School Site Council Meetings
- Title I Parent Night
- Engage and encourage parents with tips on Facebook & in Newsletters

D. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities that encourage and support parents in more fully participating in the education of their children:

- ELAC Meetings
- Parent Nights – both academic and social based
- Parent-Teacher Conferences
- School Site Council

E. Distributes information to Title I parents related to school and parent programs, meetings, and other activities in a form and language that the parents understand:

- All correspondence in dual language on Report cards /Progress reports on academic progress and assessment results
- Parent / Teacher / Student Compacts
- Social Media including Facebook information and reminders
- School and District Websites

F. Provides support for parental involvement activities requested by Title I parents:

- All communication provided in English and Spanish
- Bilingual aides available for translation, as needed
- Events on campus include translation services

4. Accessibility

A. Turner Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- ELAC Meetings
- School Site Council Meetings
- Monthly Newsletters
- Parent Compact
- Social Media
- All communication provided in English and Spanish
- School-wide rules and expectations in English and Spanish, along with school handbook

Turner encourages and invites parent participation and volunteering for the school and in classrooms. Monthly opportunities for family participation in school wide events (during the day and/or the evenings) occur throughout the year. Parents are informed of Turner events and information through a newsletter, Facebook, and school webpage messages.

For more information on how to participate at Turner Elementary School, please contact the school office at 925.779.7430.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	478	147	30.8
Female	228	220	66	30.0
Male	267	258	81	31.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	4	0	0.0
Asian	66	63	11	17.5
Black or African American	102	96	41	42.7
Filipino	26	26	5	19.2
Hispanic or Latino	235	230	73	31.7
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	21	19	6	31.6
White	30	30	9	30.0
English Learners	186	184	37	20.1
Foster Youth	5	5	3	60.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	386	374	119	31.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	111	107	43	40.2

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	0.00	1.01	0.02	7.26	7.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0
Female	0.44	0
Male	1.5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.98	0
Filipino	3.85	0
Hispanic or Latino	0.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.33	0
English Learners	1.61	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.7	0

2023-24 School Safety Plan

The School Safety Plan is current (updated yearly, last updated 10/11/2023), and appropriate strategies and procedures are in place for an orderly environment. The safety plan includes disaster and emergency preparedness and other components focusing on school climate. The implementation of the Turner Way, Mindfulness, Second Step, and Positive Behavior Intervention and Supports (PBIS) is the basis for teaching and modeling character growth and personal responsibility.

Turner Elementary School will ensure all students, teachers, staff, and families are informed and prepared to execute all aspects of the school wide safety plan before, during, and after school. AUSD is in collaboration with law enforcement and first responders to become consultants with our plan.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	14	7	3	
2	27	6	3	2
3	30	4	5	2
4	31	4	2	2
5	21	6	6	
Other	29	6	3	2

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	23		8	
2	21	1	7	
3	29		7	1
4	27		8	
5	29		8	
Other	21	6	12	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	25	0	9	0
2	24	0	10	0
3	29	0	8	1
4	29	0	9	0
5	28	0	10	0
6	0	0	0	0
Other	24	5	10	3

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

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	\$10,497	\$3,128	\$7,769	\$93,267
District	N/A	N/A	\$11,067	\$91,246
Percent Difference - School Site and District	N/A	N/A	-35.0	5.5
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-10.6	5.4

Fiscal Year 2022-23 Types of Services Funded

Two full time intervention teachers provide reading and math intervention utilizing push-in and/or pull-out services for small groups of students. 2 additional part-time intervention teacher support with reading intervention small group pull-out. An instructional aide provides push-in and pull-out services for small groups of students. Before and/or After school tutoring is provided by teachers. Reading incentives, attendance incentives and enrichment activities are provided through our funding. Communication is important and we use funds to create flyers to distribute to families. Turner has a recess coach to help implement a structured play and cooperation program, during recess times. Also, admin coverage is provided to ensure students / staff have continuous 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	\$53,104	\$55,550
Mid-Range Teacher Salary	\$86,878	\$84,645
Highest Teacher Salary	\$110,374	\$111,284
Average Principal Salary (Elementary)	\$138,254	\$139,860
Average Principal Salary (Middle)	\$149,997	\$146,440
Average Principal Salary (High)	\$160,217	\$158,447
Superintendent Salary	\$299,956	\$278,268
Percent of Budget for Teacher Salaries	33.44%	32.21%
Percent of Budget for Administrative Salaries	5.04%	4.89%

Professional Development

In August 2023, AUSD launched the conference style format for Staff Development Days again. The district provided a variety of morning sessions for teachers to select from and in the afternoon each school site held its individual site professional development trainings. There were two additional staff development days held in the 23-24 school year-one on November 1, 2023 and another on January 8, 2024.

Below is a sampling of prioritized sessions offered:

- i-Ready Assessments and Instructional Lessons
- Dual Immersion Programming and Supports
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- English Language Learner Supports
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Special Education
- Content Specific Planning Sessions including Math, Science, Advanced Placement, English and Elective Courses
- Health Topics including Vaping and Tobacco Use by Young Adults
- Suicide Prevention
- SOGIE Training

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



Book	Board Bylaws, Board Policies, Administrative Rules, and Exhibits
Section	9000 Board Bylaws
Title	Board Committees
Code	9130 BB
Status	Active
Adopted	June 28, 2017

The Board of Education may establish a committee whenever it determines that such a committee would benefit the district by providing diverse viewpoints, specialized knowledge or expertise, or increased efficiency. Such committees may be subcommittees of the Board or committees that include members of the community, staff, or other stakeholder groups.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 9140 - Board Representatives)

Upon establishing a committee, the Board shall clearly define the committee's purpose, any timeline for completion of assigned responsibilities, any stakeholder groups or individuals to be represented on the committee, length of time that committee members are expected to serve, and expectations for reporting to the Board and/or the Superintendent or designee. Unless specifically authorized by the Board to act on its behalf, the committee shall act in an advisory capacity.

Except for subcommittees of the Board, committee members shall, as appropriate, be recommended by the Superintendent or designee and appointed by the Board president, subject to Board approval.

(cf. 9121 - President)

The Superintendent or designee shall provide committee members with information and assistance necessary for the fulfillment of the committee's charges, and may serve as a non-voting advisor to the committee at the discretion of the Board.

Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.

Any committee not required by law may be dissolved when its duties or term has been completed or whenever the Board deems necessary.

Committee Meetings

Unless otherwise exempted by law, Board-created committees shall provide public notice of their meetings and conduct meetings in accordance with Government Code 54950-54963 (the Brown Act).

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

However, Board subcommittees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees. Standing committees of the Board, irrespective of membership, are those that have a continuing subject matter jurisdiction or a meeting schedule established by action of the Board. (Government Code 54952)

Standing committees with a continuing subject matter jurisdiction include, but are not limited to, those responsible for providing advice on budgets, audits, Board policy, contracts, and personnel matters at the Board's request.

(*cf.* 3100 - Budget)
 (*cf.* 3430 - Investing)
 (*cf.* 9310 - Board Policies)

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers. (Government Code 54952.2)

Whenever any advisory or standing committee, including a committee not otherwise subject to the Brown Act, posts a meeting agenda at least 72 hours in advance of the meeting, that meeting shall be considered as a regular meeting of the Board for purposes of the Brown Act and therefore must be held within district boundaries unless otherwise authorized by law. (Government Code 54954)

Committees may meet in a closed session during a regular or special meeting only for those purposes specifically authorized by law for closed sessions held by the Board.

(*cf.* 9321 - Closed Session Purposes and Agendas)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules
 35024 Executive committee
 35160 Authority of governing boards
 35160.1 Broad authority of school districts

GOVERNMENT CODE

54950-54963 The Brown Act, especially:
 54952 Legislative body, definition
 54952.2 Definition of meeting
 54954 Time and place of regular meetings; special meetings; emergencies
 54954.3 Opportunity for public to address legislative body
 54957 Closed session purposes

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

ATTORNEY GENERAL OPINIONS

81 *Ops.Cal.Atty.Gen.* 156 (1998)
 80 *Ops.Cal.Atty.Gen.* 308 (1997)
 79 *Ops.Cal.Atty.Gen.* 69 (1996)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

WEB SITES

CSBA: <http://www.csba.org>
 National School Boards Association: <http://www.nsba.org>

Antioch Unified School District

RESOLUTION NO. 2023-24-35

AUTHORIZING PROVISIONAL INTERNSHIP PERMIT

WHEREAS, the California Commission on Teacher Credentialing authorizes the issuance of a Provisional Internship Permit (PIP) to an employee who meets the minimum requirements and who requires additional time to meet the subject matter competence needed to enter an Internship program;

NOW, THEREFORE, BE IT RESOLVED, be it resolved that the following teacher(s) meet the above criteria and are authorized to apply for a PIP to complete their assignments for the 2023-2024 school year in the Antioch Unified School District:

LAST NAME	FIRST NAME	Provisional Internship Permit
Bomagat	Robert	Multiple Subjects
Ng	Amoreena	Ed Spec - MMSN

Passed and adopted on January 24, 2024, at a meeting of the Board of Education by the following vote:

Ayes:
Noes:
Absent:
Abstained:

Antonio Hernandez, President
Board of Education

I certify that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a regularly called and conducted meeting held on said date.

Stephanie Anello
Secretary to the Board of Education

CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and **competency** in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to help them meet the qualifications required for the clear credential.

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, **and the Board adopts a resolution that it has made reasonable efforts to recruit a fully prepared teacher for the assignment**, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC
3. The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)
- 43.** An Individual who has been granted a credential waiver by the CTC

Annually, the Board shall Pprior to requesting that the CTC issue an emergency permit or a limited assignment permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-#2 above. The Declaration of Need, shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. **It shall also specify each subject to be listed on the General Education Limited Assignment Single Subject Teaching Permits and the target language on Emergency Bilingual Permits.** Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification

The Superintendent or designee shall promote a career continuum that includes participation of district teachers in professional learning that supports their completion of advanced certification awarded by the National Board for Professional Teaching Standards (NBPTS). The Superintendent or designee may coordinate a cohort of teachers through school or district programs or other available networks.

With Board approval and funding, and consistent with the collective bargaining agreement and applicable law, the Superintendent may provide an incentive program for teacher participation in NBPTS certification, which may include:

1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification
2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students
3. Providing substitute teachers to provide release time for participating teachers
4. Providing stipends for teacher participation that match other professional development stipends
5. Compensating mentor teachers who support other teachers' professional learning aligned to NBPTS standards

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's certification

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Policy adopted: 6/28/17
Revised: 4/26/23

ANTIOCH UNIFIED SCHOOL DISTRICT
Antioch, California

CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and competency in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

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Priorities for Hiring Based on Unavailability of Credentialed Teacher

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The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

3. An Individual who has been granted a credential waiver by the CTC

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1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification
2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students
3. Providing substitute teachers to provide release time for participating teachers
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1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's certification

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Policy adopted: 6/28/17
Revised: 4/26/23

ANTIOCH UNIFIED SCHOOL DISTRICT
Antioch, California

The Governing Board establishes this policy to ensure effective and consistent standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites, and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians
2. Distribution of promotional materials of a commercial nature to students or parents/guardians (cf. 1700 – Relations Between Private Industry and the Schools)
3. Paid advertisements on school property, including, but not limited to, advertisements on school building, athletic fields, scoreboards, and billboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. They may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act
4. Contain prayer or proselytizing language

5. Position the district on any side of a controversial issue
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for student who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (education Code 49431.9)
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee may also consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

The ~~Governing Board of Education~~ establishes this policy to ensure effective and consistent ~~implementation of its directions related to standards for~~ advertisements and promotions by nonschool groups in school-sponsored publications, ~~on district and school~~ web sites, and social media, and on school facilities ~~and grounds~~. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

~~(cf. 1113—District and School Web Sites)~~

~~(cf. 1114—District Sponsored Social Media)~~

~~(cf. 1330—Use of School Facilities)~~

~~(cf. 5145.2—Freedom of Speech/Expression)~~

~~(cf. 6145.5—Student Organizations and Equal Access)~~

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians
2. Distribution of promotional materials of a commercial nature to students or parents/guardians (cf. 1700 – Relations Between Private Industry and the Schools)
3. Paid advertisements on school property, including, but not limited to, advertisements on school building, athletic fields, scoreboards, and billboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed ~~in the District's flyer approval process~~ below. They may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act
4. Contain prayer or proselytizing language
5. Position the district on any side of a controversial issue
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for student who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (education Code 49431.9)
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee may **also** consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

~~(cf. 0000—Vision)~~

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Legal Reference:

~~CALIFORNIA CONSTITUTION~~

~~Article I, Section 2—Free speech rights~~

~~EDUCATION CODE~~

~~7050–7058—Political activities of school officers and employees~~

~~35160—Authority of governing boards~~

~~35160.1—Broad authority of school districts~~

~~35172—Promotional activities~~

~~38130–38138—Civic Center Act~~

~~BUSINESS AND PROFESSIONS CODE~~

~~25664—Advertisements encouraging minors to drink~~

~~U.S. CONSTITUTION~~

~~Amendment I, Freedom of speech and expression~~

~~COURT CASES~~

~~Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044~~

~~DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958~~

~~*Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623*~~
~~*Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856*~~
~~*Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350*~~
~~*Lehman v. Shaker Heights, (1974) 418 U.S. 298*~~

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Management Resources:

~~CSBA PUBLICATIONS~~

~~*School Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006*~~

~~WEB SITES~~

Policy adopted: June 28, 2017

Revised:

ANTIOCH UNIFIED SCHOOL DISTRICT

Antioch, California

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's

possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

The **Governing Board of Education** recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

~~(cf. 0450—Comprehensive Safety Plan)~~

~~(cf. 3515.3—District Police/Security Department)~~

~~(cf. 5116.1—Intradistrict Open Enrollment)~~

~~(cf. 5131—Conduct)~~

~~(cf. 5138—Conflict Resolution/Peer Mediation)~~

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, ~~or buses, when using district provided transportation,~~ at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

~~(cf. 4158/4258/4358—Employee Security)~~

Unless ~~the~~ a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

~~(cf. 5144—Discipline)~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2—Suspension and Expulsion/Due Process (Individuals with Disabilities))~~

~~The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)~~

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~~(cf. 3515.2—Disruptions)~~

Possession of Pepper Spray

OPTION 1: ~~(Districts that allow students to bring tear gas or tear gas weapons)~~

~~When accompanied by a parent/guardian or with the written consent of a parent/guardian, students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, such students shall be subject to suspension and/or expulsion if such items are used inappropriately or for any purpose other than self-defense.~~

OPTION 2: ~~(Districts that prohibit students from bringing tear gas or tear gas weapons)~~

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

~~(cf. 5125—Student Records)~~

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee ~~also~~ shall **also** inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference:

~~EDUCATION CODE~~

~~35291 Governing board to prescribe rules for discipline of the schools~~

~~48900 Grounds for suspension/expulsion~~

~~48902 Notification of law enforcement authorities~~

~~48915 Required recommendation for expulsions~~

~~48916 Readmission~~

~~49330-49335 Injurious objects~~

~~PENAL CODE~~

~~245 Assault with deadly weapon~~

~~417.4 Imitation firearm; drawing or exhibiting~~

~~626.9 Gun-Free School Zone Act of 1995~~

~~626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school~~

~~653k Switchblade knife~~

~~16100-17350 Definitions~~

~~22810-23025 Tear gas weapon (pepper spray)~~

~~25200-25225 Firearms, access to children~~

~~30310 Prohibition against ammunition on school grounds~~

~~UNITED STATES CODE, TITLE 20~~

~~6301-7941 No Child Left Behind Act, especially:~~

~~7151 Gun-Free Schools Act~~

~~-~~

Management Resources:

~~CSBA PUBLICATIONS~~

~~Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011~~

~~CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS~~

~~0401.01 Protecting Student Identification in Reporting Injurious Objects~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004~~

~~WEB SITES~~

~~CSBA: <http://www.csba.org>~~

~~California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>~~

~~National Alliance for Safe Schools: <http://www.safeschools.org>~~

~~National School Safety Center: <http://www.schoolsafety.us>~~

FAMILY CARE AND MEDICAL LEAVE

The district shall not deny any eligible employee the right to family care or medical leave pursuant to the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA), or to Pregnancy Disability Leave (PDL), when an employee is disabled by a pregnancy, childbirth, or related medical condition. The district shall not interfere with, restrain, or deny the exercise of an employee's right to any such leave, nor shall the district discharge, discriminate against, or retaliate against an employee for taking such leave, opposing or challenging an unlawful employment practice in relation to any of these laws, or being involved in any related inquiry or proceeding. (Government Code 12945, 12945.2; 2 CCR 11094; 29 USC 2615)

Definitions

The words and phrases defined below shall have the same meaning throughout this administrative regulation except where a different meaning is otherwise specified.

Child means a biological, adopted, or foster child; a stepchild; a legal ward; or a person to whom the employee stands in loco parentis. For purposes of CFRA leave, child also includes a child of a registered domestic partner. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611)

Designated person, for CFRA purposes, means any individual related by blood, or whose association with the employee is the equivalent of a family relationship. (Government Code 12945.2)

Eligible employee, for FMLA and CFRA purposes, means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the 12 months immediately preceding the leave. However, these requirements shall not apply when an employee applies for PDL. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.110)

Eligible family member means an employee's child, parent, or spouse. For purposes of leave to care for a family member with a serious health condition pursuant to CFRA, eligible family member includes an employee's child, parent, parent-in-law, spouse, registered domestic partner, grandparent, grandchild, sibling, or designated person. (Government Code 12945.2; 2 CCR 11087; 29 USC 2612)

Employee disabled by pregnancy means an employee whose health care provider states that the employee is: (2 CCR 11035)

1. Unable because of pregnancy to perform any one or more of the essential functions of the job or to perform any of them without undue risk to the employee or other persons or to the pregnancy's successful completion
2. Suffering from severe "morning sickness" or needs to take time off for prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, postpartum depression, childbirth, loss or end of pregnancy, recovery from childbirth or loss or end of pregnancy, or any other pregnancy-related condition

Parent means a biological, foster, or adoptive parent; a parent-in-law; a stepparent; a legal guardian; or another person who stood in loco parentis to the employee when the employee was a child. However, for FMLA purposes, parent does not include a spouse's parents. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.122)

Serious health condition means an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or an eligible family member of the employee that involves either inpatient care or continuing treatment, including treatment for substance abuse, as follows: (Government Code 12945.2; 2 CCR 11087, 11097; 29 USC 2611, 2612; 29 CFR 825.113-825.115)

1. Inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity.

A person is considered an inpatient when formally admitted to a health care facility with the expectation of remaining overnight and occupying a bed, even if it later develops that the person can be discharged or transferred to another facility and does not actually remain overnight.

Incapacity means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:
 - a. A period of incapacity of more than three consecutive full days
 - b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
 - c. Any period of incapacity due to pregnancy or for prenatal care under FMLA
 - d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective
 - e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

Spouse means a partner in marriage as defined in Family Code 300, including same sex partners in marriage. For purposes of CFRA leave, spouse also includes a registered domestic partner within the meaning of Family Code 297-297.5. (Family Code 297, 297.5, 300; 2 CCR 11087; 29 CFR 825.122)

Eligibility/Purposes of Leave

The district shall grant FMLA or CFRA leave to eligible employees for any of the following reasons: (Government Code 12945.2; 29 USC 2612; 29 CFR 825.112, 825.126, 825.127)

1. The birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child (parental leave)
2. The care of an eligible family member with a serious health condition
3. The employee's own serious health condition that makes the employee unable to perform the job functions of the position
4. A qualifying exigency arising out of the fact that the employee's spouse, child, parent, or, for CFRA leave only, a registered domestic partner, is a military member on covered active duty or call to covered active duty (or has been notified of an impending call or order to covered active duty)
5. The care of a covered servicemember with a serious injury or illness when the employee is a spouse, child, parent, or next of kin of the covered servicemember

In addition, the district shall grant PDL to any employee who is disabled by pregnancy, childbirth, or other related medical condition. (Government Code 12945; 2 CCR 11037)

Terms of Leave

An eligible employee shall be entitled to a total of 12 work weeks of FMLA or CFRA leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. To the extent allowed by law, CFRA and FMLA leaves shall run concurrently. (Government Code 12945.2; 29 USC 2612)

The 12-month period shall be a rolling period measured backward from the date an employee uses any family care and medical leave, as defined in 29 CFR 825.200. (29 CFR 825.200)

In addition, any employee who is disabled by pregnancy, childbirth, or other related condition shall be entitled to PDL for the period of the disability not to exceed four months. For a part-time employee, the four months shall be calculated on a proportional basis. (Government Code 12945; 2 CCR 11042)

PDL shall run concurrently with FMLA leave for disability caused by an employee's pregnancy. At the end of the employee's FMLA leave for disability caused by pregnancy, or at the end of four months of PDL, whichever occurs first, a CFRA-eligible employee may request to take CFRA leave of up to 12 work weeks, for the reason of the birth of a child or to bond with or care for the child. (Government Code 12945, 12945.2; 2 CCR 11046, 11093)

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. (2 CCR 11090; 29 USC 2612)

Each eligible employee shall be granted up to 12 work weeks for family care and medical leave related to the birth or placement of a child, regardless of whether both parents of the child work for the district.

Use/Substitution of Paid Leave

During any otherwise unpaid period of FMLA or CFRA leave, except leave for an employee's own serious health condition, an employee shall use accrued paid leave, including, but not limited to, vacation leave, personal leave, or family leave. If the leave is for the employee's own serious health condition, the employee shall use accrued paid leave, including but not limited to, vacation leave, personal leave, or sick leave. During an unpaid period of PDL, the employee shall use any accrued sick leave and may elect to use any vacation time or other accrued personal time off. (Government Code 12945, 12945.2; 2 CCR 11044, 11092; 29 USC

The district and employee may also come to agreement regarding the use of any additional paid or unpaid time off instead of using the employee's CFRA leave. (2 CCR 11092)

Intermittent Leave/Reduced Work or Leave Schedule

PDL and family care and medical leave for the serious health condition of an employee or eligible family member may be taken intermittently or on a reduced work or leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district shall limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave provided it is not to be greater than one hour. (Government Code 12945.2; 2 CCR 11042, 11090; 29 USC 2612)

The basic minimum duration of leave for the birth, adoption, or foster care placement of a child shall be two weeks. However, the district shall grant a request for such leave of less than two weeks on any two occasions. (2 CCR 11090; 29 USC 2612)

The district may require an employee to transfer temporarily to an available alternative position under any of the following circumstances: (2 CCR 11041, 11090; 29 USC 2612)

1. The employee needs intermittent leave or leave on a reduced work schedule that is foreseeable based on a planned medical treatment for the employee or family member
2. A medical certification is provided by the employee's health care provider that, because of pregnancy, the employee has a medical need to take intermittent leave or leave on a reduced work schedule
3. The district agrees to permit intermittent leave or leave on a reduced work schedule due to the birth, adoption, or foster care placement of the employee's child

The alternative position must have equivalent pay and benefits and must better accommodate recurring periods of leave than the employee's regular job, and the employee must be qualified for the position. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work or leave schedule. (2 CCR 11041, 11090; 29 USC 2612)

Request for Leave

The district shall consider an employee's request for PDL or family care and medical leave only if the employee provides at least verbal notice sufficient to make the district aware of the need to take the leave and the anticipated timing and duration of the leave. (2 CCR 11050, 11091)

For family care and medical leave, the employee need not expressly assert or mention FMLA/CFRA to satisfy this requirement. However, the employee must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 11091)

The district shall respond to requests for leave as soon as practicable, but no later than five business days after receiving the employee's request. (2 CCR 11091)

Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. Failure of an employee to respond to permissible inquiries regarding the leave request may result in denial of CFRA protection if the district is unable to determine whether the leave is CFRA qualifying. (2 CCR 11091; 29 CFR 825.300)

When an employee is able to foresee the need for PDL or family care and medical leave at least 30 days in advance of the leave, the employee shall provide the district with at least 30 days advance notice before the leave. When the 30 days' notice is not practicable because of a lack of knowledge of when leave will be required to begin, a change in circumstances, a medical emergency, or other good cause, the employee shall provide the district with notice as soon as

practicable. Failure of an employee to provide required notice may result in a denial of leave. (2 CCR 11050, 11091)

In all instances, the employee shall consult with the Superintendent or designee and make a reasonable effort to schedule, subject to the health care provider's approval, any planned appointment or medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 11050, 11091)

An eligible employee may request CFRA leave to care for a designated person with a serious health condition. The employee may identify the designated person at the time of the employee's request for the leave. The district may limit an employee to using CFRA leave to care for one designated person per 12-month period. (Government Code 12945.2; Labor Code 245.5)

Certification of Health Condition

Within five business days of an employee's request for family care and medical leave for the serious health condition of the employee or an eligible family member, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 calendar days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (2 CCR 11087, 11091; 29 CFR 825.305)

The certification shall include the following: (Government Code 12945.2; 2 CCR 11087; 29 USC 2613)

1. The date on which the serious health condition began
2. The probable duration of the condition
3. If the employee is requesting leave to care for an eligible family member with a serious health condition, both of the following:
 - a. Statement that the serious health condition warrants the participation of the employee to provide care, such as by providing psychological comfort, arranging for third party care, or directly providing or participating in the medical care of the eligible family member during a period of the treatment or supervision
 - b. Estimated amount of time the health care provider believes the employee needs to care for the eligible family member
4. If the employee is requesting leave because of the employee's own serious health condition, a statement that due to the serious health condition, the employee is unable to

work at all or is unable to perform one or more essential job functions of the position

5. If the employee is requesting leave for intermittent treatment or on a reduced work or leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

The Superintendent or designee shall not request any genetic information related to an employee except as authorized by law in accordance with the California Genetic Information Nondiscrimination Act of 2011. (Government Code 12940)

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA/CFRA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA/CFRA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA leave as long as appropriate notice is given to the employee and there is no harm or injury to the employee. (2 CCR 11091; 29 CFR 825.301)

If the Superintendent or designee has a good faith objective reason to doubt the validity of a certification that accompanies a request for leave for the employee's own serious health condition, the Superintendent or designee may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (Government Code 12945.2; 2 CCR 11091; 29 USC 2613)

Certification for PDL

The Superintendent or designee shall request that an employee who is requesting PDL provide certification by a health care provider of the need for leave at the time the employee gives notice of the need for PDL, or within two business days of giving the notice. If the need for PDL is unforeseen, the Superintendent or designee shall request the medical certification within two business days after the leave commences. The Superintendent or designee may request certification at some later date if the Superintendent or designee has reason to question the appropriateness of the leave or its duration. (2 CCR 11050)

For PDL that is foreseeable and for which at least 30 days' notice has been given, the employee shall provide the medical certification before the leave begins. When this is not practicable, the employee shall provide the certification within the time frame specified by the Superintendent or designee which must be at least 15 calendar days after the request, unless it is not practicable under the particular circumstances despite the employee's diligent, good faith efforts. (2 CCR 11050)

Medical certification for PDL purposes shall include a statement that the employee needs to take the leave because the employee is disabled by pregnancy, childbirth, or a related medical condition, the date on which the employee became disabled because of pregnancy, and the estimated duration of the leave. (2 CCR 11050)

If additional PDL or family care and medical leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified for the leave. (Government Code 12945.2; 2 CCR 11050; 29 USC 2613)

Release to Return to Work

Upon expiration of an employee's PDL or family care and medical leave taken for the employee's own serious health condition, the employee shall present certification from the health care provider of the employee's ability to resume work. The certification shall address the employee's ability to perform the essential job functions of the position.

Rights to Reinstatement

Upon granting an employee's request for PDL or FMLA/CFRA leave, the Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (Government Code 12945.2; 2 CCR 11043, 11089; 29 USC 2614)

The district may refuse to reinstate an employee to the same or a comparable position if the FMLA/CFRA leave was fraudulently obtained by the employee. (2 CCR 11089; 29 CFR 825.216)

The district may refuse to reinstate an employee to the same position after taking PDL if, at the time the reinstatement is requested, the employee would not otherwise have been employed in that position for legitimate business reasons unrelated to the employee's PDL. (2 CCR 11043)

Maintenance of Benefits/Failure to Return from Leave

During the period when an employee is on PDL or family care and medical leave, the employee shall maintain employee status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (Government Code 12945.2; 2 CCR 11092; 29 USC 2614)

For up to a maximum of four months for PDL and 12 work weeks for other family care and medical leave, the district shall continue to provide an eligible employee the group health plan coverage that was in place before the employee took the leave. The employee shall reimburse the district for premiums paid during the leave if the employee fails to return to district employment after the expiration of all available leaves and the failure is for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee's control. (Government Code 12945.2; 2 CCR 11044, 11092; 29 USC 2614; 29 CFR

825.213)

In addition, during the period when an employee is on PDL or family care and medical leave, the employee shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as would apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not make plan payments for an employee during any unpaid portion of the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2; 2 CCR 11044, 11092)

Military Family Leave Resulting from Qualifying Exigencies

An eligible employee may take up to 12 work weeks of unpaid FMLA/CFRA leave, during each 12-month period established by the district in the section entitled "Terms of Leave" above, for one or more qualifying exigencies while the employee's child, parent, spouse, or, for purposes of CFRA leave, registered domestic partner, who is a military member is on covered active duty or on call to covered active duty status. (Government Code 12945.2; 29 USC 2612; 29 CFR 825.126)

Covered active duty means, for members of the Regular Armed forces, duty during the deployment of a member of the regular Armed Forces to a foreign country or, for members of the Reserve components of the Armed forces, duty during the deployment of a member of the National Guard or Reserves to a foreign country under a call or an order to active duty in support of a contingency operation pursuant to law. Deployment to a foreign country includes deployment to international waters. (29 USC 2611; 29 CFR 825.126)

Qualifying exigencies include time needed to: (29 CFR 825.126)

1. Address issues arising from short notice deployment of up to seven calendar days from the date of receipt of call or order of short notice deployment
2. Attend military events and related activities, such as any official ceremony or family assistance program related to the covered active duty or call to covered active duty status
3. Arrange child care or attend school activities arising from the covered active duty or call to covered active duty, such as arranging for alternative child care, enrolling or transferring a child to a new school, or attending meetings
4. Make or update financial and legal arrangements to address a military member's absence
5. Attend counseling provided by someone other than a health care provider

6. Spend time (up to 15 calendar days of leave per instance) with a military member who is on short-term, temporary, rest and recuperation leave during deployment
7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Care for a military member's parent who is incapable of self-care when the care is necessitated by the military member's covered active duty
9. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting leave for qualifying exigencies shall provide the Superintendent or designee with a copy of the military member's active duty orders, or other documentation issued by the military, and the dates of the service. In addition, the employee shall provide the Superintendent or designee with certification of the qualifying exigency necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced work or leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of accrued vacation leave and any other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Military Caregiver Leave

The district shall grant an eligible employee up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date the leave is taken, to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, the employee must be the spouse, child, parent, or next of kin of the covered servicemember. This 26-week period is inclusive of the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

Covered servicemember may be: (29 CFR 825.127)

1. A current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness

2. A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran

Child of a covered servicemember means the covered servicemember's biological, adopted, or foster child, stepchild, legal ward, or child for whom the covered servicemember stood in loco parentis, and who is of any age. (29 CFR 825.127)

Parent of a covered servicemember means the covered servicemember's biological, adopted, step, or foster parent, or any other individual who stood in loco parentis to the covered servicemember (except "parents-in-law"). (29 CFR 825.127)

Next of kin means the nearest blood relative to the covered servicemember, other than the spouse, parent, or child, unless designated in writing by the covered servicemember. (29 USC 2611, 2612; 29 CFR 825.127)

Outpatient status means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

Serious injury or illness means: (29 USC 2611; 29 CFR 825.127)

1. For a current member of the Armed Forces, an injury or illness incurred by the member in the line of duty on active duty, or that existed before the beginning of the member's active duty and was aggravated by the member's service in the line of duty while on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran and that is at least one of the following:
 - a. A continuation of a serious injury or illness incurred or aggravated while the veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating
 - b. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs (VA) Service-Related Disability Rating of 50 percent or greater, based wholly or partly on that physical or mental condition
 - c. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of one or more disabilities related to the servicemember's military service or that would do so but

for treatment received by the veteran

- d. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the VA's Program of Comprehensive Assistance for Family Caregivers

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced work or leave schedule when medically necessary. An employee taking military caregiver leave in combination with other family care and medical leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of leave during a single 12-month period. When both spouses work for the district and both wish to take such leave, the spouses are limited to a maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of accrued vacation leave and other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Notifications

The Superintendent or designee shall provide the following notifications regarding state and federal law related to PDL or FMLA/CFRA leave:

1. General Notice: Information explaining the provisions of the Fair Employment and Housing Act/PDL and FMLA/CFRA and employees' rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (2 CCR 11049, 11095; 29 USC 2619)
2. The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days' notice of the need for the requested leave, when the need is reasonably foreseeable at least 30 days prior to the start of the leave. (2 CCR 11049, 11050, 11091)
3. Eligibility Notice: When an employee requests leave, including PDL, or when the Superintendent or designee acquires knowledge that an employee's leave may be for an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of eligibility to take such leave. (2

CCR 11049, 11091; 29 CFR 825.300)

4. Rights and Responsibilities Notice: Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as applicable: (29 CFR 825.300)
 - a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying
 - b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification
 - c. The employee's right to use paid leave, whether the district will require use of paid leave, conditions related to any use of paid leave, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave
 - d. Any requirements for the employee to make premium payments necessary to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis
 - e. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave
 - f. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leaveAny time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)
5. Designation Notice: When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, the Superintendent or designee shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (2 CCR 11091; 29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification

shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

6. If the district requires paid leave to be used during an otherwise unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a release to return to work certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement. (2 CCR 11091, 11097; 29 CFR 825.300)

Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

Records

The Superintendent or designee shall maintain records pertaining to an individual employee's use of FMLA or CFRA leave or PDL in accordance with law. (Government Code 12946; 29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500)

Regulation Approved:

ANTIOCH UNIFIED SCHOOL DISTRICT
Antioch, California

Quarterly Uniform Complaint Form

[Education Code 35186]

District: Antioch Unified School District

Person completing this form: Christine Ibarra

Title: Associate Superintendent

Report Submission **Due Date:** (check one)

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Q1: Jul-Sep 2023 – DUE: **October 31, 2023**

Q2: Oct-Dec 2023 – DUE: **January 31, 2024**

Q3: Jan-Mar 2024 – DUE: **May 1, 2024**

Q4: Apr-Jun 2024 – DUE: **July 31, 2024**

Date for information to be reported publicly at governing board meeting: January 24, 2024

Please check the box that applies:



No complaints were filed with any school in the district during the quarter indicated above.



Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Stephanie Anello

Print Name of District Superintendent

Signature of District Superintendent

Date

Please return completed form to Peggy Russell, Williams Settlement Administrative Assistant
CCCOE – 77 Santa Barbara Road, Pleasant Hill, CA 94523
E-MAIL: prussell@cccoe.k12.ca.us