

Costaño Elementary

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Costaño Elementary
Street	2120 Euclid Ave, East Palo Alto, CA 94303
City, State, Zip	
Phone Number	650-328-2830
Principal	Ronda White
Email Address	rwhite@ravenswoodschools.org
School Website	costano.ravenswoodschools.org
Grade Span	K-5
County-District-School (CDS) Code	41689996044325

2024-25 District Contact Information

District Name	Ravenswood City Elementary School District
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
District Website	www.ravenswoodschools.org

2024-25 School Description and Mission Statement

Costaño School of the Arts is proud to be a Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially. Our mission is to provide an academically rigorous and culturally responsive learning environment that empowers students to live proudly with compassion and integrity through the Arts. We center ourselves around the core values of compassion (we open

2024-25 School Description and Mission Statement

our hearts and minds to everyone), integrity (we do what is right without being told), empower (we take action) and pride (we know who we are and we believe in ourselves).

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	28
Kindergarten	59
Grade 1	51
Grade 2	55
Grade 3	52
Grade 4	55
Grade 5	64
Total Enrollment	364

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.3
Black or African American	6.9
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	16
Two or More Races	3.1
White	2.2
English Learners	49.7
Foster Youth	0.6
Homeless	42.8
Socioeconomically Disadvantaged	89
Students with Disabilities	17

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)	22.90	95.83	105.20	67.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.40	5.41	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.90	11.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	15.10	9.69	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.17	9.80	6.26	18854.30	6.86
Total Teaching Positions	23.90	100.00	156.70	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)	21.30	91.43	102.70	66.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.00	9.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.57	25.00	16.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.00	5.24	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.50	2.30	15831.90	5.67
Total Teaching Positions	23.30	100.00	153.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	89.47	104.20	73.87	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	5.26	6.60	4.74	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.26	23.50	16.67	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.50	1.77	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.10	2.95	14303.80	5.15
Total Teaching Positions	19.00	100.00	141.10	100.00	277698.00	100.00

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	2.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	16.9	22.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	19.3	7.1

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

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

Year and month in which the data were collected	September 2023		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify "CKLA" and "Language Studio" / Adopted by the LEA for ELA/ELD in 2023	Yes	0%
Mathematics	Pearson: "Investigations" / Adopted by the LEA in 2017	Yes	0%
Science	FOSS Next Generation / Adopted by the LEA in 2021	Yes	0%
History-Social Science	Scott Foresman: "CA Social Studies" / Adopted by the LEA in 2007	Yes	0%

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

School Facility Conditions and Planned Improvements

Costaño's campus is beautiful, with great tree areas and a field. The play structures are in good repair and offer students lots of opportunities to play. Classrooms are also maintained well and the site enjoys updated bathrooms. Costano also has a state of the art performing arts center that also houses a large gymnasium and stage. There is a new installation of solar panels in the front parking lot which will power the campus and lead us towards being more environmentally friendly. Overall, the school is maintained in good repair with a few non-critical deficiencies noted. Any deficiencies noted are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report	September 2023			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There were no deficiencies noted in this category.
Interior: Interior Surfaces	X			There were no deficiencies noted in this category.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		There were 2 deficiencies noted in this category. Room P3 - This classroom has a lot of materials and supplies, there is a need to declutter and organize Room P9 - Ants observed during inspection
Electrical	X		There was 1 deficiency noted in this category. Library - There were two lights that needed replacing
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	There are two faucets that leak and a strong odor coming from both restrooms.
Safety: Fire Safety, Hazardous Materials	X		There were 2 deficiencies noted in this category. Administration Building - Storage room is stacked too high - top shelving needs to be modified to allow for 18" of space from the ceiling, and should be kept to one layer. Custodial Closet - There is knowledge that asbestos is present. We follow our asbestos management plan.
Structural: Structural Damage, Roofs	X		There were no deficiencies noted in this category.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		There was 1 deficiency noted in this category. Slide has minor damage that appears to have been fixed.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	12	7	15	14	46	47
Mathematics (grades 3-8 and 11)	4	8	9	11	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	143	83.14	16.86	6.99
Female	91	74	81.32	18.68	6.76
Male	81	69	85.19	14.81	7.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	130	106	81.54	18.46	5.66
Native Hawaiian or Pacific Islander	23	22	95.65	4.35	4.55
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	76	76.77	23.23	3.95
Foster Youth	0	0	0	0	0
Homeless	81	68	83.95	16.05	7.35
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	132	84.08	15.92	6.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	7.69

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	161	93.60	6.40	8.07
Female	91	85	93.41	6.59	4.71
Male	81	76	93.83	6.17	11.84
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	130	122	93.85	6.15	6.56
Native Hawaiian or Pacific Islander	23	22	95.65	4.35	4.55
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	96	96.97	3.03	7.29
Foster Youth	0	0	0	0	0
Homeless	81	79	97.53	2.47	5.06
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	149	94.90	5.10	8.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	24	80.00	20.00	16.67

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.08	0.00	5.00	2.20	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	58	90.63	9.37	1.72
Female	36	33	91.67	8.33	0.00
Male	28	25	89.29	10.71	4.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	46	90.20	9.80	2.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	31	29	93.55	6.45	0.00
Foster Youth	0	0	0	0	0
Homeless	29	28	96.55	3.45	3.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	52	91.23	8.77	1.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	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.

2024-25 Opportunities for Parental Involvement

Parents are regularly encouraged and welcomed into collaborative spaces with staff, particularly through attending School Site Council (SSC) and English Learners Advisory Committee (ELAC) meetings, Cafecitos, and Parent-Teacher conferences. We also communicate regularly with families through emails and newsletters, the principal's Wednesday Letter, social media, the school website, and invite two-way communication through the use of ParentSquare. Parents, families, and our community are invited and welcome to be involved in all facets of school planning and program implementation, in order to enhance the academic and social success of all students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	416	395	203	51.4
Female	211	202	99	49.0
Male	205	193	104	53.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	30	21	70.0
Filipino	--	--	--	--
Hispanic or Latino	304	289	133	46.0
Native Hawaiian or Pacific Islander	58	56	37	66.1
Two or More Races	11	11	7	63.6
White	--	--	--	--
English Learners	235	224	108	48.2
Foster Youth	--	--	--	--
Homeless	218	207	109	52.7
Socioeconomically Disadvantaged	382	362	186	51.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	73	40	54.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.44	2.23	0.96	4.53	5.42	4.35	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0.00
Female	0.00	0.00
Male	1.95	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	3.45	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.43	0.00
Foster Youth	0.00	0.00
Homeless	0.92	0.00
Socioeconomically Disadvantaged	1.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.33	0.00

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

2024-25 School Safety Plan

Our School Safety Plan is reviewed, updated, and approved at the beginning of the year by the SSC/ELAC, and then reviewed and approved by the district's Board. Students are taught the safety procedures outlined in the plan and drills take place to ensure staff and students understand and will act quickly and safely in the event of an emergency.

2024-25 School Safety Plan

The plan is designed to be a practical document to be used in case of emergencies, with key elements including the Big Five program which is used by all public agencies in San Mateo County (addressing emergency responses for Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation), COVID-19 protocols, Behavior policies, Abuse Reporting procedures, Suspension guidelines, and Discrimination and Harassment policies. The Safety Plan also contains a list of emergency telephone numbers, information on the responsibilities of certificated personnel, and details of the warning signals that will alert students and school personnel of disasters that may have occurred. We work closely with and receive assistance from the local East Palo Alto Police Department, Fire Department, and other outside agencies and organizations.

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.

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	13	21	2
1	15	13	14	2
2	15	21		2
3	19	27		2
4	16	41		2
5	18	48		2
Other	7	2		

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	11	5	
1	21	2	10	
2	21	1	10	
3	18	3	9	
4	23	3	10	
5	20	3	15	
Other	7	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	11	3	
1	22	1	10	
2	23	1	10	
3	19	3	10	
4	23		10	
5	23	3	7	
Other	9	2		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,812	\$5,705	\$6,107	\$86,278
District	N/A	N/A	\$6,531	\$75,747
Percent Difference - School Site and District	N/A	N/A	-6.7	13.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-55.3	-8.7

Fiscal Year 2023-24 Types of Services Funded

Our district receives funding from LCFF, Title I, Title II, Title III, Title IV, Stimulus funds, and other local funds. This school operates with a "Title I Part A schoolwide program" which means that all students benefit from the programs and services funded with Title I, Part A funds. Some examples include partially funding salaries for LIMS (to support Library Services), CASSY (mental health / counseling services), as well as purchasing supplemental curriculum to support the academic achievement of students. Additional programs and services funded from a range of funding sources include support for English Learners including a specialist Newcomer teacher, the Turnaround Arts program, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, and supplemental tutoring.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,360	\$57,839
Mid-Range Teacher Salary	\$74,448	\$90,040
Highest Teacher Salary	\$141,451	\$118,647
Average Principal Salary (Elementary)	\$154,092	\$144,639
Average Principal Salary (Middle)	\$154,092	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$205,000	\$229,986
Percent of Budget for Teacher Salaries	22.58	30.79
Percent of Budget for Administrative Salaries	8.83	5.71

Professional Development

This year professional development consists of 17 partial days and 4 full days. Students have a “minimum day” on Wednesday each week, with this time being used for PD and available for staff preparation time on alternating weeks.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21