

Los Robles-Ronald McNair Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Los Robles-Ronald McNair Academy
Street	2033 Pulgas Avenue
City, State, Zip	East Palo Alto, CA 94303
Phone Number	650-329-2888
Principal	Alex Quezada
Email Address	aquezada@ravenswoodschools.org
School Website	losrobles.ravenswoodschools.org
Grade Span	K-5
County-District-School (CDS) Code	41689990126649

2025-26 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

2025-26 School Description and Mission Statement

Los Robles-Ronald McNair Academy gives students the opportunity to become bilingual, biliterate, and multicultural. We also provide students the opportunity to build high self-esteem, gain deep pride in their cultural heritage, community, school, and lay the foundation for lifelong learning. Our students will become empowered to achieve their personal bests, and become college-bound, productive, and responsible participants in today's 21st-century global society. Our Dual-Language Immersion Spanish-English Instructional Program provides unique teaching and learning opportunities for all its participants: students, parents, teachers, administrators, and communities. Dual Immersion education serves as a linguistic and cultural bridge for all, and it helps to embrace and promote linguistic and cultural pluralism inside and outside the school.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	48
Grade 2	48
Grade 3	46
Grade 4	49
Grade 5	32
Total Enrollment	276

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.4
Hispanic or Latino	95.3
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.1
White	1.1
English Learners	77.9
Homeless	23.2
Socioeconomically Disadvantaged	92
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.3	82.35	102.7	66.95	234405.2	84
Intern Credential Holders Properly Assigned	0	0	14	9.16	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8.83	25	16.34	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	8.83	8	5.24	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.5	2.3	15831.9	5.67
Total Teaching Positions	11.3	100	153.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.4	64.92	104.2	73.87	231142.4	83.24
Intern Credential Holders Properly Assigned	1	7.69	6.6	4.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	27.31	23.5	16.67	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.5	1.77	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.1	2.95	14303.8	5.15
Total Teaching Positions	13	100	141.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.8	71.06	73.7	61.1	230039.4	100
Intern Credential Holders Properly Assigned	1	9.1	4.7	3.89	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	32.8	27.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	9.01	3.6	3.03	12112.8	4.34
Unknown/Incomplete/NA	1.1	10.74	5.7	4.72	13705.8	4.91
Total Teaching Positions	10.9	100	120.6	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	3.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	3.5	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0.9
Total Out-of-Field Teachers	1.00	0	0.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.3	38.6	8.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.5	0	8.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify "CKLA" and "Language Studio" / Adopted by the LEA for ELA/ELD in 2023	0%
Mathematics	Kendall Hunt, [ONLINE] "Illustrative Math" / Adopted by the LEA in 2025	0%
Science	FOSS Next Generation / Adopted by the LEA in 2021	0%
History-Social Science	Scott Foresman: "CA Social Studies" / Adopted by the LEA in 2007	0%
Health	Teacher-created, standards-aligned instructional materials (District-Provided / Locally Developed)	0%
Visual and Performing Arts	Teacher-created, standards-aligned instructional materials (District-Provided / Locally Developed)	0%

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

School Facility Conditions and Planned Improvements

The campus has recently undergone a comprehensive modernization project. During the 2024–2025 school year, all classrooms and administrative offices were fully remodeled. Major upgrades included a new HVAC system, new windows and flooring, a redesigned central courtyard, and updated landscaping throughout the campus. A wrought-iron perimeter fence and secured double doors surrounding the quad contribute to a strong sense of safety and security. The playgrounds, installed within the past few years, are well maintained, and the asphalt play areas are level and safe for student use.

The school campus also features a robust Outdoor Student Learning Area (OSLA), which serves as an extension of the classroom and a hub for experiential learning. The OSLA includes garden beds, an orchard, an amphitheater, a native plant garden, and an uncultivated area, all of which provide meaningful opportunities for hands-on science exploration grounded in purposeful, real-world work.

In addition, the Roots & Stars Arboretum at Los Robles–Ronald McNair Academy highlights climate-resilient urban trees native to the San Francisco Bay Area, with a focus on environmental literacy and food systems education. The arboretum functions as a living classroom that fosters student engagement, curiosity, stewardship, and a deeper scientific understanding of the natural world, while strengthening students' connection to nature and to one another.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September 2025

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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			There was 1 deficiency noted in this category. Room 1 - Messy
Electrical			X	There were 11 deficiencies noted in this category. Main Offices, BGCP Office, Room 3, Room 8, Room 9, Toom 13, P23 T-K, P24 Special Needs, Custodial, Music Room in MPR, Warehouse Office & Food Storage - Multiple appliances are plugged into same outlet or into a surge protector
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			There was 1 deficiency noted in this category. Girl's Bathroom near MPR - Menstrual products and signage are missing
Safety: Fire Safety, Hazardous Materials	X			There were 5 deficiencies noted in this category. Main Offices, BGCP Office, P23 T-K, P24 Special Needs - High storage Room 13 - Bookcase is not secured
Structural: Structural Damage, Roofs	X			There were no deficiencies noted in this category.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There were no deficiencies noted in this category.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	5	6	14	15	47	48
Mathematics (grades 3-8 and 11)	6	6	11	11	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	124	94.66	5.34	6.45
Female	64	61	95.31	4.69	4.92
Male	67	63	94.03	5.97	7.94
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	128	121	94.53	5.47	6.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	109	102	93.58	6.42	3.92
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	115	94.26	5.74	5.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	131	130	99.24	0.76	6.15
Female	64	64	100.00	0.00	4.69
Male	67	66	98.51	1.49	7.58
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	128	127	99.22	0.78	6.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	109	109	100.00	0.00	6.42
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	121	99.18	0.82	4.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	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 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3.85	2.78	2.2	5	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	36	100.00	0.00	2.78
Female	15	15	100.00	0.00	0.00
Male	21	21	100.00	0.00	4.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	2.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	2.86
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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: 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.

2025-26 Opportunities for Parental Involvement

As integral teaching partners, parents and families can participate in multiple opportunities to engage in the academic and social success of their children. Some key opportunities include the School Site Council, the English Learners Advisory Committee, and Parent-Teacher conferences. Our families are encouraged to assist their children with at-home assignments and projects, and to read to them - in any language! They can also provide exposure to books, music and movies in both languages, attend cultural festivals, provide opportunities for authentic language exchanges and much more. 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	302	294	106	36.1
Female	149	145	49	33.8
Male	153	149	57	38.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	289	281	102	36.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	236	229	79	34.5
Foster Youth	--	--	--	--
Homeless	139	133	50	37.6
Socioeconomically Disadvantaged	283	275	104	37.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	43	41	20	48.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	5.42	4.35	4.23	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

Our School Safety Plan is reviewed, discussed and updated annually at the beginning of the year by school staff and with attendees at an SSC/ELAC meeting, 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.

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.

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	8	4	0
1	22	0	8	0
2	24	0	7	0
3	20	8	0	0
4	2	1	0	0
5	0	0	0	0
6	0	0	0	0
Other	26	0	8	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	8	0
1	24	0	8	0
2	23	0	8	0
3	23	0	8	0
4	25	2	0	0
5	12	3	0	0
6	0	0	0	0
Other	27	1	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	8		
1	24		6	
2	24		8	
3	23		8	
4	16	7		
5	11	7		
Other	26		7	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,653	\$7,373	\$6,280	\$85,497
District	N/A	N/A	N/A	\$85,497
Percent Difference - School Site and District	N/A	N/A	9.6	0.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-55.8	-15.7

Fiscal Year 2024-25 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) and 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, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, and supplemental tutoring.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,302	\$61,516
Mid-Range Teacher Salary	\$81,450	\$95,479
Highest Teacher Salary	\$152,484	\$125,208
Average Principal Salary (Elementary)	\$179,505	\$152,668
Average Principal Salary (Middle)	\$181,552	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$238,755	\$242,781
Percent of Budget for Teacher Salaries	17.44%	29.76%
Percent of Budget for Administrative Salaries	6.85%	5.74%

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 prep/collaboration on alternating weeks.

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

Professional Development			
Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21