

# Cesar Chavez Ravenswood Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Cesar Chavez Ravenswood Middle School
<b>Street</b>	2120 Euclid Ave, East Palo Alto, CA 94303
<b>City, State, Zip</b>	
<b>Phone Number</b>	650-329-2828
<b>Principal</b>	Dr. Cristian Miley
<b>Email Address</b>	cmiley@ravenswoodschools.org
<b>School Website</b>	ravenswoodms.ravenswoodschools.org
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	41689990136093

2024-25 District Contact Information	
<b>District Name</b>	Ravenswood City Elementary School District
<b>Phone Number</b>	(650) 329-2800
<b>Superintendent</b>	Gina Sudaria
<b>Email Address</b>	gsudaria@ravenswoodschools.org
<b>District Website</b>	www.ravenswoodschools.org

2024-25 School Description and Mission Statement
At Cesar Chavez Ravenswood Middle School we are all partners in the success of our students! All Ravenswood 6th-8th grade students attend our school, allowing us to provide a variety of learning opportunities and resources that build student leadership skills, encourage critical thinkers, and prepare students for high-school and beyond! Our mission is to educate all students to high levels of academic performance, while fostering positive growth in social and emotional behaviors and attitudes. We strive to develop independent, life-long learners who are empowered to invest in and advocate for their own education, pursue opportunities with purpose, and cultivate empathy. By expanding student horizons, they are able to see more options and paths for their future. We have set the expectations of our student body high and continue to use mentoring

2024-25 School Description and Mission Statement

as a method to support our students in every aspect of their lives, addressing and supporting the academic, emotional, social, and physical well-being of our students and families.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	146
Grade 7	160
Grade 8	176
Total Enrollment	482

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	6
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	10.8
Two or More Races	1.7
White	1
English Learners	48.1
Foster Youth	0.6
Homeless	28.8
Socioeconomically Disadvantaged	86.9
Students with Disabilities	17.2

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.70	49.75	105.20	67.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	7.20	19.15	8.40	5.41	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.90	7.84	17.90	11.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	5.30	15.10	9.69	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	6.70	17.91	9.80	6.26	18854.30	6.86
<b>Total Teaching Positions</b>	37.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.10	52.74	102.70	66.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	6.80	18.97	14.00	9.16	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.20	22.60	25.00	16.34	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	5.62	8.00	5.24	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.50	2.30	15831.90	5.67
<b>Total Teaching Positions</b>	36.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.40	68.20	104.20	73.87	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	2.30	6.31	6.60	4.74	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.40	22.78	23.50	16.67	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.68	2.50	1.77	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	4.10	2.95	14303.80	5.15
<b>Total Teaching Positions</b>	37.20	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
<b>Permits and Waivers</b>	1.00	0.00	0
<b>Misassignments</b>	1.90	8.20	8.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.90	8.20	8.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.30	0
<b>Local Assignment Options</b>	1.00	1.70	1
<b>Total Out-of-Field Teachers</b>	2.00	2.00	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.20	26.9	21.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	32.40	2.2	4.2

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
<b>Reading/Language Arts</b>	Savva: "MyPerspectives" / Adopted by the LEA in 2022 for ELA  McGraw-Hill "StudySync" / Adopted by the LEA in 2016 for ELD	Yes	0%
<b>Mathematics</b>	Summit Learning: "Math" / Adopted by the LEA in 2019	Yes	0%
<b>Science</b>	Green Ninja: "Science" / Adopted by the LEA in 2022	Yes	0%
<b>History-Social Science</b>	TCI History Alive! "Ancient Worlds" / Adopted by the LEA in 2021 for 6th Grade  TCI History Alive! "The Medieval World and Beyond" / Adopted by the LEA in 2021 for 7th Grade  TCI History Alive! "The United States Through Industrialism" / Adopted by the LEA in 2021 for 8th Grade	Yes	0%

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

## School Facility Conditions and Planned Improvements

Cesar Chavez Ravenswood Middle School is still undergoing a multi-year, bond-funded renovation and modernization project which is scheduled to be completed at the end of the year. A new administration and two story classroom building will occupy the parking lot in the front of the school. New classrooms are being built and other classrooms have been renovated. This is the largest campus the district has and overall it is being kept clean and in good working order. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and

## School Facility Conditions and Planned Improvements

tear, and/or in the process of being mitigated. We have begun construction on site that will bring the school a new main office, library, parent workspace, and multiple classrooms. We are also updating all brick and mortar classrooms so that all students will have well-resourced classrooms in which to learn. All construction decisions are being made with student learning in mind and are being done with the least amount of interruption possible.

Year and month of the most recent FIT report

September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There were no deficiencies noted in this category.
<b>Interior:</b> Interior Surfaces	X			There were 2 deficiencies noted in this category.  Room 12 - Small hole in the ceiling P87 - Wallpaper near the sink is torn
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			There were 3 deficiencies noted in this category.  Room 15 - The cabinet door needs repairing  Room 40 and P85 - Recurring problem with ants: Pest Control already visits and sprays/provides treatment regularly
<b>Electrical</b>	X			There were 6 deficiencies noted in this category.  Room 11, Room 40, Room 42, P50, P93, Main Office - Appliances must be plugged into their own separate outlets
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			There were 4 deficiencies noted in this category.  Room 16 - The sink drain looks a little bit rusty Room 41 - Need a paper towel dispenser added near the sink and faucet P83 - Edge of sink is chipped P84 - Water faucet top is missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			There were 5 deficiencies noted in this category.  Girl's Locker Room, Room 62, Room 67, P50, P81 - Bookcases and Cabinets need to be secured or removed.
<b>Structural:</b> Structural Damage, Roofs	X			There were no deficiencies noted in this category.
<b>External:</b> 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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	11	10	15	14	46	47
<b>Mathematics</b> (grades 3-8 and 11)	5	5	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	514	476	92.61	7.39	9.98
Female	245	222	90.61	9.39	11.01
Male	269	254	94.42	5.58	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	30	28	93.33	6.67	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	412	381	92.48	7.52	9.04
Native Hawaiian or Pacific Islander	50	47	94.00	6.00	12.77
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	242	223	92.15	7.85	0.00
Foster Youth	0	0	0	0	0
Homeless	159	149	93.71	6.29	6.12
Military	0	0	0	0	0
Socioeconomically Disadvantaged	451	422	93.57	6.43	9.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	77	91.67	8.33	1.32

## 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	514	470	91.44	8.56	4.53
Female	245	221	90.20	9.80	3.64
Male	269	249	92.57	7.43	5.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	30	28	93.33	6.67	3.57
Filipino	0	0	0	0	0
Hispanic or Latino	412	377	91.50	8.50	3.23
Native Hawaiian or Pacific Islander	50	47	94.00	6.00	6.38
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	242	224	92.56	7.44	0.45
Foster Youth	0	0	0	0	0
Homeless	159	148	93.08	6.92	2.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	451	415	92.02	7.98	3.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	76	90.48	9.52	1.35

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 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)	6.06	3.61	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	189	173	91.53	8.47	3.55
Female	100	89	89.00	11.00	2.27
Male	89	84	94.38	5.62	4.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	13	12	92.31	7.69	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	157	144	91.72	8.28	4.29
Native Hawaiian or Pacific Islander	12	10	83.33	16.67	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	86	79	91.86	8.14	0.00
Foster Youth	0	0	0	0	0
Homeless	78	74	94.87	5.13	4.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	174	162	93.10	6.90	3.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	23	88.46	11.54	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.

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 7	80%	84%	84%	84%	84%

**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
There are many opportunities for parent and family involvement at school through participation in a variety of activities and committees. Our families are welcomed onto campus and into classrooms as volunteers, and encouraged to attend School Site Council (SSC) / English Learners Advisory Committee (ELAC) meetings, evening workshops, and Parent-Teacher conferences. We also have a range of school-wide and family events throughout the year. Our parents and families each have different interests, needs, and priorities, just as students do. We seek to inspire, uplift, and empower our community by providing regular workshop opportunities that address a variety of topics related to the academic, emotional, social, and physical well-being of their children and their families. They are invited 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	553	531	180	33.9
Female	263	252	86	34.1
Male	290	279	94	33.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	32	13	40.6
Filipino	--	--	--	--
Hispanic or Latino	444	424	141	33.3
Native Hawaiian or Pacific Islander	53	53	20	37.7
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	312	301	95	31.6
Foster Youth	--	--	--	--
Homeless	258	247	81	32.8
Socioeconomically Disadvantaged	496	478	165	34.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	88	30	34.1

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
9.11	10.69	10.13	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	10.13	0.00
Female	7.60	0.00
Male	12.41	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	30.30	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.78	0.00
Native Hawaiian or Pacific Islander	11.32	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	8.01	0.00
Foster Youth	0.00	0.00
Homeless	8.91	0.00
Socioeconomically Disadvantaged	9.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.44	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. The School Safety team meets monthly to review the plan and design the monthly emergency drills. Students are taught the safety procedures outlined in the plan and regular drills take place to ensure staff and



## 2024-25 School Safety Plan

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. Each classroom has an emergency kit, and an evacuation map, and all teachers have an emergency folder with all the important information needed such as procedures, signal cards, and student rosters. We work closely with and receive assistance from the local East Palo Alto Police Department, Fire Department, and other outside agencies and organizations.

## 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	13	34	4	
Mathematics	16	18	9	
Science	21	5	12	
Social Science	17	11	10	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	22	11	
Mathematics	18	14	7	
Science	20	5	12	
Social Science	19	7	11	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	19	11	
Mathematics	24	6	13	
Science	24	2	12	
Social Science	20	9	9	

## 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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
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	\$13,744	\$6,465	\$6,465	\$81,281
District	N/A	N/A	\$6,531	\$75,747
Percent Difference - School Site and District	N/A	N/A	-1.0	7.0
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-50.0	-14.6

## 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 specialist Newcomer/ELD teachers, enrichment classes such as Art, Dance, Drama, Music, and Makerspace (engineering), after school programs, field trip partnerships, supplemental tutoring, and the extended day program.

## 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 prep/collaboration on alternating weeks.

Professional Development

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