

Costaño Elementary

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	Costaño Elementary
Street	2695 Fordham Street
City, State, Zip	East Palo Alto, CA 94303
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

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

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 and engage as citizens of a global community. Our goals are to increase student achievement in all subject areas, develop a love for learning and the arts, foster and develop students' sense of belonging, increase family engagement in all grade levels, and increase student attendance.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	62
Grade 2	52
Grade 3	65
Grade 4	52
Grade 5	61
Total Enrollment	369

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1
Male	46.9
American Indian or Alaska Native	0.3
Asian	0.8
Black or African American	7.3
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	12.5
Two or More Races	3.5
White	2.4
English Learners	52
Foster Youth	0.3
Homeless	19.2
Socioeconomically Disadvantaged	91.3
Students with Disabilities	16.3

A. Conditions of Learning

State Priority: Basic

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

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

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)	21.3	91.43	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)	2	8.57	25	16.34	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8	5.24	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.5	2.3	15831.9	5.67
Total Teaching Positions	23.3	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)	17	89.47	104.2	73.87	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.26	6.6	4.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.26	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	19	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)	15	83.33	73.7	61.1	230039.4	100
Intern Credential Holders Properly Assigned	2	11.11	4.7	3.89	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.56	32.8	27.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.6	3.03	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.7	4.72	13705.8	4.91
Total Teaching Positions	18	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	1.00	0	0
Misassignments	1.00	1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1	1

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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	16.9	22.7	22.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.3	7.1	22.3

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

Costaño's campus is beautiful, with great tree areas and a field. There are several play structures available and offer students lots of opportunities to play. Costaño is a Turnaround Arts school that has a large gymnasium and a stage. There are recently installed solar panels in the front parking lot which will power the campus and lead us towards being more environmentally friendly. Overall, the school is in good repair with non-critical deficiencies noted. Any deficiencies noted are isolated, and/or resulting from wear and tear, and/or in the process of being mitigated. A major \$30-90m renovation is planned for Costaño which is expected to run from school year 26-29, and will include the construction of one or two new buildings.

Year and month of the most recent FIT report	August 2024			
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:	X			There was 1 deficiency noted in this category.

School Facility Conditions and Planned Improvements

Interior Surfaces			Book Room - Storage cabinets taller than 36" need to be braced to wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>There were 3 deficiencies noted in this category.</p> <p>Room 8 - Room has a lot of materials, supply closets should be organized</p> <p>49er Diner - Room used for Special Ed students. Lots of materials and supplies, needs to be more organized to prevent tripping hazards</p> <p>Ticket Booth - There are lots of supplies and boxes, used as storage but needs to be organized.</p>
Electrical	X		There was 0 deficiency noted in this category.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>There were 3 deficiencies noted in this category</p> <p>P-8 - Faucet is loose and leaks when turned on</p> <p>Drinking Fountain - Water pressure is low</p> <p>Drinking Fountain - Water pressure is low</p>
Safety: Fire Safety, Hazardous Materials	X		<p>There were 4 deficiencies noted in this category.</p> <p>Administration Building - High storage, need to come up with a better storage solution</p> <p>Staff Room - Too many appliances plugged into one outlet. This is still true from last FIT</p> <p>Custodial Closet - There is knowledge that asbestos is present. Will be remediated with upcoming construction upgrade</p> <p>Room 16 - Has extension cords daisy chained</p>
Structural: Structural Damage, Roofs	X		There were no deficiencies noted in this category.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X	<p>There were 3 deficiencies noted in this category.</p> <p>P-7 - Remove safety bars from windows. Will be removed with construction upgrade 2026-2027</p> <p>Gym - The windows are door clear panels are scratched and blurry</p> <p>Playground - Holes in green PIP rubber, under exercise equipment, need to be repaired. Playground is older, to be removed/replaced with new construction</p>

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)	7	16	14	15	47	48
Mathematics (grades 3-8 and 11)	8	11	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	177	166	93.79	6.21	15.66
Female	93	89	95.70	4.30	15.73
Male	84	77	91.67	8.33	15.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	15	100.00	0.00	40.00
Filipino	0	0	0	0	0
Hispanic or Latino	122	112	91.80	8.20	14.29
Native Hawaiian or Pacific Islander	27	26	96.30	3.70	11.54
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	89	89.90	10.10	6.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	151	93.79	6.21	12.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	8.33

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	177	176	99.44	0.56	11.36
Female	93	93	100.00	0.00	9.68
Male	84	83	98.81	1.19	13.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	15	100.00	0.00	40.00
Filipino	0	0	0	0	0
Hispanic or Latino	122	122	100.00	0.00	7.38
Native Hawaiian or Pacific Islander	27	26	96.30	3.70	15.38
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	4.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	160	99.38	0.62	9.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	8.33

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)	0	4.84	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	62	62	100.00	0.00	4.84
Female	28	28	100.00	0.00	7.14
Male	34	34	100.00	0.00	2.94
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	44	44	100.00	0.00	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	3.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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
Grade 5	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 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, and Parent-Teacher conferences. We also communicate regularly with families through emails and newsletters, social media, the school website, and invite two-way communication through the use of ParentSquare. Our families are also encouraged to participate through our Promise Walks where parents can visit classrooms and view instruction in real time. 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	440	419	183	43.7
Female	224	217	93	42.9
Male	216	202	90	44.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	30	29	18	62.1
Filipino	--	--	--	--
Hispanic or Latino	329	311	129	41.5
Native Hawaiian or Pacific Islander	53	53	26	49.1
Two or More Races	13	13	6	46.2
White	--	--	--	--
English Learners	231	222	89	40.1
Foster Youth	--	--	--	--
Homeless	243	226	98	43.4
Socioeconomically Disadvantaged	416	395	174	44.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	81	40	49.4

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
2.23	0.96	1.36	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	1.36	0.00
Female	0.45	0.00
Male	2.31	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	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.30	0.00
Native Hawaiian or Pacific Islander	5.66	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	1.65	0.00
Socioeconomically Disadvantaged	1.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.61	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, 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.

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	19	11	5	0
1	21	2	10	0
2	21	1	10	0
3	18	3	9	0
4	23	3	10	0
5	20	3	15	0
6	0	0	0	0
Other	7	2	0	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	15	11	3	0
1	22	1	10	0
2	23	1	10	0
3	19	3	10	0
4	23	0	10	0
5	23	3	7	0
6	0	0	0	0
Other	9	2	0	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	15	12		
1	19	3	10	
2	23	1	10	
3	19	11	5	
4	23	1	10	
5	27	1	10	
Other	12	9	4	

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	0.5
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	\$7,376	\$6,284	\$85,497
District	N/A	N/A	N/A	\$85,497
Percent Difference - School Site and District	N/A	N/A	-6.7	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), 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 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 preparation time 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