Los Robles-Ronald McNair Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Los Robles-Ronald McNair Academy
Street	2120 Euclid Ave, East Palo Alto, CA 94303
City, State, Zip	
Phone Number	650-329-2888
Principal	Alex Quezada
Email Address	aquezada@ravenswoodschools.org
School Website	losrobles.ravenswoodschools.org
Grade Span	TK-5
County-District-School (CDS) Code	41689990126649

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	20
Kindergarten	48
Grade 1	48
Grade 2	45
Grade 3	45
Grade 4	34
Grade 5	26
Total Enrollment	266

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.8
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	1.1
Two or More Races	1.1
White	1.1
English Learners	79.7
Foster Youth	0.4
Homeless	35.7
Socioeconomically Disadvantaged	87.6
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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	72.70	105.20	67.16	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.40	5.41	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.90	11.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	18.11	15.10	9.69	12115.80	4.41
Unknown/Incomplete/NA	0.90	9.01	9.80	6.26	18854.30	6.86
Total Teaching Positions	10.90	100.00	156.70	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.30	82.35	102.70	66.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.00	9.16	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	8.83	25.00	16.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	8.83	8.00	5.24	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.50	2.30	15831.90	5.67
Total Teaching Positions	11.30	100.00	153.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	64.92	104.20	73.87	231142.40	83.24
Intern Credential Holders Properly Assigned	1.00	7.69	6.60	4.74	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	27.31	23.50	16.67	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	1.77	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.10	2.95	14303.80	5.15
Total Teaching Positions	13.00	100.00	141.10	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	3.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	3.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.00	0
Local Assignment Options	0.90	0.00	0
Total Out-of-Field Teachers	1.90	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	17.3	38.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	11.5	0

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

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

Year and month in which the data were collected	September 2023

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

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

School Facility Conditions and Planned Improvements

This campus is clean, with several major site improvements planned for the next few years. The wrought iron fence for the perimeter of the school and double doors surrounding the quad, gives a sense of high security on campus. The playgrounds are only a few years old and the asphalt on the play area is level and safe for students to play. There is a new marquee, and there were beautiful murals painted on the side of the building. 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 tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report	September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There were no deficiencies noted in this category.
Interior: Interior Surfaces	X			There were no deficiencies noted in this category.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			There was 1 deficiency noted in this category.

School Facility Conditions and Planned Improvements

				Room 17 - Storage too high
Electrical	X			There was 1 deficiency noted in this category. Room 8 - Extension cords are in a daisy-chain configuration
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			There was 1 deficiency noted in this category. Playground fountain has low flow and should be replaced
Safety: Fire Safety, Hazardous Materials	X			There was 1 deficiency noted in this category. Room 3 - Vent covered with boxes
Structural: Structural Damage, Roofs	X			There were no deficiencies noted in this category.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There was 1 deficiency noted in this category. Upper Grade Playground - There are new holes in the PIP that need to be patched/repaired.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	2	5	15	14	46	47
Mathematics (grades 3-8 and 11)	2	6	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	111	101	90.99	9.01	4.95
Female	51	46	90.20	9.80	4.35
Male	60	55	91.67	8.33	5.45
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	110	100	90.91	9.09	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	95	85	89.47	10.53	2.35
Foster Youth	0	0	0	0	0
Homeless	54	48	88.89	11.11	2.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	92	90.20	9.80	2.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

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	111	111	100.00	0.00	6.31
Female	51	51	100.00	0.00	5.88
Male	60	60	100.00	0.00	6.67
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	110	110	100.00	0.00	5.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	95	95	100.00	0.00	3.16
Foster Youth	0	0	0	0	0
Homeless	54	54	100.00	0.00	7.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	102	100.00	0.00	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.57	3.85	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	26	26	100.00	0.00	3.85
Female	11	11	100.00	0.00	0.00
Male	15	15	100.00	0.00	6.67
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	26	26	100.00	0.00	3.85
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	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	4.00
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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	291	120	41.2
Female	145	141	53	37.6
Male	156	150	67	44.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	288	278	115	41.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	251	246	102	41.5
Foster Youth	--	--	--	--
Homeless	144	136	54	39.7
Socioeconomically Disadvantaged	272	262	109	41.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	17	45.9

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

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	4.53	5.42	4.35	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	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.

2024-25 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

2024-25 School Safety Plan

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	26		
1	24		18	
2	14	23		
3	13	5		
4	10	10		
5	28		9	
Other	17	7	6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	8	4	
1	22		8	
2	24		7	
3	20	8		
4	2	1		
Other	26		8	

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		8	
1	24		8	
2	23		8	
3	23		8	
4	25	2		
5	12	3		
Other	27	1	4	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,275	$7,192	$7,192	$91,744
District	N/A	N/A	$6,531	$75,747
Percent Difference - School Site and District	N/A	N/A	9.6	19.1
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-39.8	-2.6

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) 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 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.

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

Professional Development

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