

# Cesar Chavez Ravenswood Middle School

## 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/fq/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

|  |                                       |
|--|---------------------------------------|
| <b>School Name</b>                       | Cesar Chavez Ravenswood Middle School |
| <b>Street</b>                            | 2450 Ralmar Avenue                    |
| <b>City, State, Zip</b>                  | East Palo Alto, CA, 94303             |
| <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                        |

## 2025-26 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                  |

## 2025-26 School Description and Mission Statement

At Cesar Chavez Ravenswood Middle School, we believe that educating students is a shared partnership among staff, families, students, and the broader community. As the sole middle school serving all Ravenswood students in grades 6–8, we are uniquely positioned to provide a comprehensive and coherent middle school experience that builds academic skills, leadership capacity, and readiness 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 are committed to developing independent, lifelong learners who are empowered to advocate for their own education, pursue opportunities with purpose, and cultivate empathy and responsibility.

## 2025-26 School Description and Mission Statement

We hold high expectations for all students and intentionally support them through mentoring, targeted academic supports, and a strong emphasis on social-emotional learning. By addressing the academic, emotional, social, and physical well-being of students and families, we work to expand students' horizons, strengthen their sense of belonging, and help them envision multiple pathways for their future success.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 6                 | 150                |
| Grade 7                 | 170                |
| Grade 8                 | 168                |
| <b>Total Enrollment</b> | <b>488</b>         |

### 2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.6                        |
| Male                                | 51.4                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 0.8                         |
| Black or African American           | 4.9                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 80.7                        |
| Native Hawaiian or Pacific Islander | 10.5                        |
| Two or More Races                   | 1.4                         |
| White                               | 1.2                         |
| English Learners                    | 46.7                        |
| Homeless                            | 12.3                        |
| Socioeconomically Disadvantaged     | 93.2                        |
| Students with Disabilities          | 17                          |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 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> | 19.1          | 52.74          | 102.7           | 66.95            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 6.8           | 18.97          | 14              | 9.16             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 8.2           | 22.6           | 25              | 16.34            | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 2             | 5.62           | 8               | 5.24             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 3.5             | 2.3              | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 36.3          | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 25.4          | 68.2           | 104.2           | 73.87            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 2.3           | 6.31           | 6.6             | 4.74             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 8.4           | 22.78          | 23.5            | 16.67            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 1             | 2.68           | 2.5             | 1.77             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 4.1             | 2.95             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 37.2          | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 13.4          | 46.2           | 73.7            | 61.1             | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.3           | 1.23           | 4.7             | 3.89             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 12.1          | 41.5           | 32.8            | 27.23            | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.6           | 2.26           | 3.6             | 3.03             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 2.5           | 8.74           | 5.7             | 4.72             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 29.1          | 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 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>  | 8.20    | 8.4     | 12.1    |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 8.20    | 8.4     | 12.1    |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.30    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 1.70    | 1       | 0.6     |
| <b>Total Out-of-Field Teachers</b>                            | 2.00    | 1       | 0.6     |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 26.9    | 21.9    | 47.4    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.2     | 4.2     | 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 |
| <b>Reading/Language Arts</b>                    | Savva: "MyPerspectives" / Adopted by the LEA in 2022 for ELA<br><br>Vista Higher Learning: "Vista Bridges" and "Vista Get Ready" / Adopted by the LEA in 2025  | 0%   |
| <b>Mathematics</b>                              | Kendall Hunt, Illustrative Math 6-8 / Adopted by the LEA in 2023   | 0%   |
| <b>Science</b>                                  | Green Ninja: "Science" / Adopted by the LEA in 2022  | 0%   |
| <b>History-Social Science</b>                   | TCI History Alive! "Ancient Worlds" / Adopted by the LEA in 2021 for 6th Grade<br><br>TCI History Alive! "The Medieval World and Beyond" / Adopted by the LEA in 2021 for 7th Grade<br><br>TCI History Alive! "The United States Through Industrialism" / Adopted by the LEA in 2021 for 8th Grade | 0%   |
| <b>Foreign Language</b>                         | Teacher-created, standards-aligned instructional materials (District-Provided / Locally Developed)   | 0%   |
| <b>Health</b>                                   | Teacher-created, standards-aligned instructional materials (District-Provided / Locally Developed)   | 0%   |
| <b>Visual and Performing Arts</b>               | 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

Cesar Chavez Ravenswood Middle School has recently completed a major, bond-funded modernization project, and the campus now consists of fully operational, modernized facilities that support student learning, safety, and accessibility. Cesar Chavez Ravenswood Middle School meets the Good Repair Standard as required under Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b). The school received an overall FIT score of 95.58%, resulting in an overall school rating of GOOD. The FIT inspection identified no Extreme Deficiencies and no conditions that pose an emergency or urgent threat to the health or safety of pupils or staff, as defined in Education Code section 17592.72. Core systems related to gas, HVAC, sewer, cleanliness, fire safety, hazardous materials, structural integrity, roofs, playgrounds/school grounds, and windows/doors/gates/fences were rated GOOD. Two categories—Electrical and Restrooms/Fountains—were rated FAIR, reflecting non-critical, isolated maintenance items that do not impact safety, accessibility, cleanliness, or the availability of required restroom supplies. These items are addressed through the district's routine maintenance and preventive maintenance processes.

**Year and month of the most recent FIT report**

September 2025

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           | <p>There were 2 deficiencies noted in this category.</p> <p>Room 12 - Broken slats in HVAC need to be replaced</p> <p>Room 33 - HVAC is blocked</p>   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | <p>There were 2 deficiencies noted in this category.</p> <p>Portable 81 BGCP - Wall paper is torn</p> <p>Portable 84 BGCP - Ceiling tile needs replacing</p>  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           | There were no deficiencies noted in this category.  |
| <b>Electrical</b>   |           | X         |           | <p>There were 14 deficiencies noted in this category.</p> <p>Room 30, Staff Lounge, Room 40, Girls Locker Room 45, Room 44, Custodian Closet, Room 47 Admin Assts, Room 2-54A, Room 254 B, Portable 83 BGCP, Portable 84 BGCP - Multiple appliances plugged into the same outlet/surge protector</p> <p>Room 24, Room 40, Room 65 Spanish, Portable 93 Boy's Bathroom - Overhead light is not working</p>                                 |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          |           | X         |           | <p>There were 15 deficiencies noted in this category.</p> <p>Girl's Bathroom by Room 22, Girl's Locker Room 45, Main Office All Gender Bathroom, All Gender Bathroom, Room 47 B Nurse, Women's Bathroom Near Library, Girl's Bathroom, Portable 92 Girl's Bathroom, Girl's Bathroom - Menstrual products and/or signage are missing</p> <p>Room 33 - Faucet is loose</p> <p>Girl's Locker Room 45 - Bracket missing in bathroom stall</p> |

## School Facility Conditions and Planned Improvements

|   |   |  |  |
|---|---|--|--|
|   |   |  | <p>Boy's Bathroom - Partition is missing latch</p> <p>Girl's Bathroom - stall door is not closing</p> <p>Portable 83 BGCP - Edge of sink is chipped as noted in 2022-2024. May need to replace vanity as has been done in other portables</p> <p>Portable 84 BGCP - Water faucet top missing as noted in 2023-2024</p> <p>Portable 86 BGCP - Soap dispenser and sink are dirty</p> <p>Portable 93 Boy's Bathroom - No soap</p>   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                        | X |  | <p>There were 16 deficiencies noted in this category.</p> <p>Room 12, Room 13, Room 16, Kitchen, Room 62, Portable 82, Portable 87, Portable 88 - Shelves needs to be secured or braced</p> <p>Main Office All Gender Bathroom, Room 47 B Nurse, Room 47 Principal, Portable 101, Portable 102, Portable 103, Portable 104 - Fire extinguisher outdated</p> <p>Kitchen - Fire extinguisher case is broken</p> <p>Gym - Fire extinguisher holder needs to be replaced</p> <p>Room 47 Principal - Plug in diffuser is not allowed. Diffusers/candles of any type can cause fires and also cause reactions to those with allergies or asthma.</p> |
| <b>Structural:</b><br>Structural Damage, Roofs                            | X |  | <p>There were 2 deficiencies noted in this category.</p> <p>Portable 85 BGCP - Ramp leading to portable has hole in it. This is a possible tripping hazard</p> <p>Portable 93 Boy's Bathroom - Ramp between bathrooms needs to be repaired. There is no signage on the outside of the boy's bathroom.</p>  |
| <b>External:</b><br>Playground/School Grounds, Windows/Doors/Gates/Fences | X |  | <p>There was 1 deficiency noted in this category.</p> <p>Room 24 - Door lock is not working</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<br>(grades 3-8 and 11) | 10             | 14             | 14               | 15               | 47            | 48            |
| Mathematics<br>(grades 3-8 and 11)                    | 5              | 6              | 11               | 11               | 35            | 37            |

### 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 506                     | 460                  | 90.91                 | 9.09                      | 14.25                          |
| Female  | 242                     | 220                  | 90.91                 | 9.09                      | 15.60                          |
| Male  | 264                     | 240                  | 90.91                 | 9.09                      | 13.03                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | 24                      | 22                   | 91.67                 | 8.33                      | 22.73                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 411                     | 375                  | 91.24                 | 8.76                      | 12.94                          |
| Native Hawaiian or Pacific Islander           | 52                      | 47                   | 90.38                 | 9.62                      | 12.77                          |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 244                     | 218                  | 89.34                 | 10.66                     | 3.24                           |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | 13                      | 10                   | 76.92                 | 23.08                     | --                             |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 465                     | 425                  | 91.40                 | 8.60                      | 13.06                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 89                      | 86                   | 96.63                 | 3.37                      | 3.53                           |

## 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                                  | 506                     | 470                  | 92.89                 | 7.11                      | 6.21                           |
| Female  | 242                     | 224                  | 92.56                 | 7.44                      | 3.59                           |
| Male  | 264                     | 246                  | 93.18                 | 6.82                      | 8.61                           |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | 24                      | 22                   | 91.67                 | 8.33                      | 13.64                          |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 411                     | 384                  | 93.43                 | 6.57                      | 5.25                           |
| Native Hawaiian or Pacific Islander           | 52                      | 47                   | 90.38                 | 9.62                      | 6.38                           |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 244                     | 230                  | 94.26                 | 5.74                      | 1.32                           |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | 13                      | 11                   | 84.62                 | 15.38                     | 0.00                           |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 465                     | 432                  | 92.90                 | 7.10                      | 5.83                           |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 89                      | 86                   | 96.63                 | 3.37                      | 4.65                           |

## 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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 3.61           | 4.83           | 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                                  | 180              | 161           | 89.44          | 10.56              | 4.83                    |
| Female  | 81               | 74            | 91.36          | 8.64               | 4.55                    |
| Male  | 99               | 87            | 87.88          | 12.12              | 5.06                    |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 146              | 134           | 91.78          | 8.22               | 3.33                    |
| Native Hawaiian or Pacific Islander           | 22               | 18            | 81.82          | 18.18              | 0.00                    |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 79               | 73            | 92.41          | 7.59               | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 163              | 147           | 90.18          | 9.82               | 3.82                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 31               | 28            | 90.32          | 9.68               | 3.70                    |

## 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 7     | 88%                           | 77%   | 98%  | 88%  | 94%                      |

## 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

Cesar Chavez Ravenswood Middle School offers multiple opportunities for parents and families to engage meaningfully in their child's education and in the life of the school. Families are welcomed onto campus as volunteers and encouraged to participate in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, Parent-Teacher conferences, and school-wide events held throughout the year.

The school provides regular family workshops and informational sessions designed to support students' academic achievement and overall well-being, including topics related to academics, social-emotional development, physical health, and community resources. We recognize that families bring diverse perspectives, strengths, and needs, and we strive to create inclusive opportunities that inspire, empower, and uplift our school community.

Parents and guardians are invited to engage in school planning, decision-making, and program implementation processes in partnership with school staff. Through ongoing communication and collaboration, family involvement plays a vital role in enhancing both the academic success and social development 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                                  | 536                   | 526                                     | 164                       | 31.2                     |
| Female  | 259                   | 251                                     | 75                        | 29.9                     |
| Male  | 277                   | 275                                     | 89                        | 32.4                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | 25                    | 25                                      | 6                         | 24.0                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 435                   | 428                                     | 138                       | 32.2                     |
| Native Hawaiian or Pacific Islander           | 57                    | 55                                      | 16                        | 29.1                     |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | --                    | --                                      | --                        | --                       |
| English Learners                              | 279                   | 276                                     | 78                        | 28.3                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 264                   | 258                                     | 78                        | 30.2                     |
| Socioeconomically Disadvantaged               | 507                   | 497                                     | 159                       | 32.0                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 91                    | 91                                      | 34                        | 37.4                     |

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 |
| 10.69          | 10.13          | 13.99          | 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                                  | 13.99            | 0.00            |
| Female  | 11.58            | 0.00            |
| Male  | 16.25            | 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                     | 20.00            | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 14.02            | 0.00            |
| Native Hawaiian or Pacific Islander           | 12.28            | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 13.98            | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 13.64            | 0.00            |
| Socioeconomically Disadvantaged               | 13.81            | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 17.58            | 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. 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 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.

## 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                                    | 0                                   |
| Mathematics           | 18                 | 14                                   | 7                                     | 0                                   |
| Science               | 20                 | 5                                    | 12                                    | 0                                   |
| Social Science        | 19                 | 7                                    | 11                                    | 0                                   |

## 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                                     |                                     |

## 2024-25 Secondary 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 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                 | 29                                   | 8                                     |                                     |
| Mathematics           | 19                 | 10                                   | 12                                    |                                     |
| Science               | 23                 | 4                                    | 11                                    |                                     |
| Social Science        | 18                 | 13                                   | 6                                     |                                     |

## 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 | 482   |

## 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) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 4.3                              |

## 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                                   | \$15,652                     | \$8,452                             | \$7,200                               | \$85,497               |
| District                                      | N/A                          | N/A                                 | N/A                                   | \$85,497               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -1.0                                  | 0.0                    |
| State   | N/A                          | N/A                                 | \$11,146                              | \$100,089              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -43.0                                 | -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 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 2023-24 Teacher and Administrative Salaries

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

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

## Professional Development

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

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

## Professional Development

| Subject  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 21      | 21      | 21      |