

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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Cesar Chavez Ravenswood Middle School
Street	2450 Ralmar Avenue
City, State, Zip	East Palo Alto, CA, 94303
Phone Number	650-329-2828
Principal	Dr. Cristian Miley
Email Address	cmiley@ravenswoodschools.org
School Website	ravenswoodms.ravenswoodschools.org
Grade Span	6-8
County-District-School (CDS) Code	41689990136093

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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
Total Enrollment	488

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	52.74	102.7	66.95	234405.2	84
Intern Credential Holders Properly Assigned	6.8	18.97	14	9.16	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.2	22.6	25	16.34	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	5.62	8	5.24	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.5	2.3	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.4	68.2	104.2	73.87	231142.4	83.24
Intern Credential Holders Properly Assigned	2.3	6.31	6.6	4.74	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.4	22.78	23.5	16.67	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.68	2.5	1.77	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.1	2.95	14303.8	5.15
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.4	46.2	73.7	61.1	230039.4	100
Intern Credential Holders Properly Assigned	0.3	1.23	4.7	3.89	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.1	41.5	32.8	27.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	2.26	3.6	3.03	12112.8	4.34
Unknown/Incomplete/NA	2.5	8.74	5.7	4.72	13705.8	4.91
Total Teaching Positions	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
Permits and Waivers	0.00	0	0
Misassignments	8.20	8.4	12.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	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
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0	0
Local Assignment Options	1.70	1	0.6
Total Out-of-Field Teachers	2.00	1	0.6

Class Assignments

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

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

School Facility Conditions and Planned Improvements

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There were 2 deficiencies noted in this category. Room 12 - Broken slats in HVAC need to be replace Room 33 - HVAC is blocked
Interior: Interior Surfaces	X			There were 2 deficiencies noted in this category. Portable 81 BGCP - Wall paper is torn Portable 84 BGCP - Ceiling tile needs replacing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			There were no deficiencies noted in this category.
Electrical		X		There were 14 deficiencies noted in this category. 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 Room 24, Room 40, Room 65 Spanish, Portable 93 Boy's Bathroom - Overhead light is not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		There were 15 deficiencies noted in this category. 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 Room 33 - Faucet is loose Girl's Locker Room 45 - Bracket missing in bathroom stall

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>
Safety: 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>
Structural: 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>
External: 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 (grades 3-8 and 11)	10	14	14	15	47	48
Mathematics (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
Science (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
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21