

# Costaño Elementary

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Costaño Elementary
<b>Street</b>	2695 Fordham St
<b>City, State, Zip</b>	East Palo Alto, CA, 94303-1207
<b>Phone Number</b>	650-329-2800
<b>Principal</b>	Robin Pang-Maganaris
<b>Email Address</b>	rmaganaris@ravenswoodschools.org
<b>School Website</b>	costano.ravenswoodschools.org
<b>County-District-School (CDS) Code</b>	41689996044325

## 2021-22 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 Address</b>	www.ravenswoodschools.org

## 2021-22 School Overview

Costaño School of the Arts is proud to be a nationally recognized Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially. Our mission is to provide an academically rigorous and culturally responsive learning environment that empowers students to live proudly with compassion and integrity through the Arts. We center ourselves around the core values of compassion (we open our hearts and minds to everyone), integrity (we do what is right without being told), empower (we take action) and pride (we know who we are and we believe in ourselves).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	44
Grade 2	74
Grade 3	81
Grade 4	109
Grade 5	110
<b>Total Enrollment</b>	<b>475</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.8
Black or African American	6.3
Filipino	0.2
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	14.7
Two or More Races	1.9
White	1.7
English Learners	47.2
Foster Youth	0.8
Homeless	47.8
Socioeconomically Disadvantaged	93.3
Students with Disabilities	13.3

### A. Conditions of Learning

#### State Priority: Basic

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.9	95.8	105.2	67.2	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	8.4	5.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	17.9	11.5	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	15.1	9.7	12115.8	4.4
<b>Unknown</b>	1.0	4.2	9.8	6.3	18854.3	6.9
<b>Total Teaching Positions</b>	23.9	100.0	156.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Units of Study in Reading, Writing, and Phonics / Adopted by the LEA in 2015 for ELA  Booksource: "Leveled Books Sets" / Adopted by the LEA in 2015 for ELA  Hameray "Oral Language Development Series / Adopted by the LEA in 2014 for ELD	Yes	0
<b>Mathematics</b>	Pearson: "Investigations" / Adopted by the LEA in 2017	Yes	0
<b>Science</b>	FOSS Next Generation / Adopted by the LEA in 2021	Yes	0
<b>History-Social Science</b>	Scott Foresman: "CA Social Studies" / Adopted by the LEA in 2007	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Costaño's campus is beautiful. The field and tree areas are green and lush. The play structures are in good repair and offer students lots of opportunities to play. Classrooms are also maintained well and the site enjoys updated bathrooms. Costano also has a state of the art performing arts center that also houses a large gymnasium and stage. Anticipated this summer is the installation of solar panels to the front parking lot which will power the campus and lead us towards being more environmentally friendly.

Overall, the school is maintained in good repair with a few non-critical deficiencies noted. Any deficiencies noted are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There were no deficiencies noted in this category.
<b>Interior:</b> Interior Surfaces	X			There were no deficiencies noted in this category.

## School Facility Conditions and Planned Improvements

<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>There were 4 deficiencies noted in this category. The Principal is addressing these situations with specific teachers and staff.</p> <ol style="list-style-type: none"> <li>1. Room K1 has a lot of extra materials, and the supply closets should be more organized</li> <li>2. Room P-3 and C-1 have a lot of materials and supplies, with a high need to declutter and organize</li> <li>3. A section of the Gym is being used as a holding area, with many supplies needing to be organized</li> </ol>
<p><b>Electrical</b></p>	X		<p>There were no deficiencies noted in this category.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>There were 2 deficiencies noted in this category, which have all been addressed.</p> <ol style="list-style-type: none"> <li>1. Room 3 has a loose faucet.</li> <li>2. Room 14's faucet is loose and leaks when turned on.</li> </ol>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>There were 4 deficiencies noted in this category.</p> <ol style="list-style-type: none"> <li>1. The Storage Room in the Administration Building is stacked to the top. Top shelving needs to be modified to allow space 18" from the ceiling, and the materials on the top shelf need to be kept to one layer. The Principal is addressing this situation with teachers and staff, to ensure compliance with the clearance requirements.</li> <li>2. Staff room - materials stacked too high. The Principal is addressing this situation with teachers and staff.</li> <li>3. Room 11 should only have one layer on the top shelf, and allow 18" clearance from the ceiling. The Principal is addressing this situation with teachers and staff, to ensure compliance with the clearance requirements.</li> <li>4. Custodial Closet - there is knowledge that asbestos is present in this space. This is contained in compliance with the requirements, and remains undisturbed.</li> </ol>

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		There were no deficiencies noted in this category.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		There were 3 deficiencies noted in this category. <ol style="list-style-type: none"> <li>1. P-9 Book Room - Asphalt is uneven and creates a tripping hazard. Mitigation is in place, and this will be corrected as part of the planned school improvements.</li> <li>2. The Playground and Picnic area should be updated like the Kinder Playground area has been. This has been identified as an area for upcoming school improvement projects.</li> <li>3. Room P-7 needs to have the safety bars removed from the windows. This work is pending completion.</li> </ol>

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	305	4	1.31	98.69	--
<b>Female</b>	159	1	0.63	99.37	--
<b>Male</b>	146	3	2.05	97.95	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	18	1	5.56	94.44	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	232	3	1.29	98.71	--
<b>Native Hawaiian or Pacific Islander</b>	42	0	0	100	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	164	3	1.83	98.17	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	308	6	1.95	98.05	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	285	4	1.4	98.6	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	4	7.55	92.45	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	5	1.64	98.36	--
Female	159	1	0.63	99.37	--
Male	146	4	2.74	97.26	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	1	5.56	94.44	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	4	1.72	98.28	--
Native Hawaiian or Pacific Islander	42	0	0.00	100.00	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	164	4	2.44	97.56	--
Foster Youth	--	--	--	--	--
Homeless	308	8	2.60	97.40	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	285	5	1.75	98.25	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	5	9.43	90.57	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Grades 3-5 Student Groups	Grades 3-5 Total Enrollment	Grades 3-5 Number Tested	Grades 3-5 Percent Tested	Grades 3-5 Percent Not Tested	Grades 3-5 Percent At or Above Grade Level
All Students	325	237	73	27	14
Female	165	127	77	23	20
Male	160	110	69	31	7
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

<b>Black or African American</b>	20	13	65	35	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	248	179	72	28	13
<b>Native Hawaiian or Pacific Islander</b>	44	34	77	23	21
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	175	129	74	26	5
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	209	144	69	31	10
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	299	180	60	40	14
<b>Students Receiving Migrant Education Services</b>	12	9	75	25	--
<b>Students with Disabilities</b>	57	43	75	25	7

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Grades 3-5 Student Groups</b>	<b>Grades 3-5 Total Enrollment</b>	<b>Grades 3-5 Number Tested</b>	<b>Grades 3-5 Percent Tested</b>	<b>Grades 3-5 Percent Not Tested</b>	<b>Grades 3-5 Percent At or Above Grade Level</b>
<b>All Students</b>	325	175	54	46	6
<b>Female</b>	165	98	59	41	7
<b>Male</b>	160	77	48	52	5
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	20	7	35	65	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	248	137	55	45	4
<b>Native Hawaiian or Pacific Islander</b>	44	23	52	48	9
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	175	94	54	46	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	209	110	53	47	5
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	299	162	54	46	6
<b>Students Receiving Migrant Education Services</b>	12	7	58	42	--

<b>Students with Disabilities</b>	57	31	54	46	7
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	111	NT	NT	NT	NT
<b>Female</b>	56	NT	NT		
<b>Male</b>	55	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	86	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	15	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	58	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	114	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	107	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents are regularly encouraged and welcomed into collaborative spaces with staff, particularly through attending School Site Council (SSC) and English Learners Advisory Committee (ELAC) meetings, Cafecitos, and Parent-Teacher conferences. We also communicate regularly with families through emails and newsletters, the principal's Wednesday Letter, social media, the school website, and invite two-way communication through the use of ParentSquare. Parents, families, and our community are invited and welcome to be involved in all facets of school planning and program implementation, in order to enhance the academic and social success of all students.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	507	499	169	33.9
Female	258	254	84	33.1
Male	249	245	85	34.7
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	30	30	11	36.7
Filipino	1	1	0	0.0
Hispanic or Latino	380	374	128	34.2
Native Hawaiian or Pacific Islander	72	72	26	36.1
Two or More Races	9	9	3	33.3
White	10	8	1	12.5
English Learners	269	266	96	36.1
Foster Youth	4	4	1	25.0
Homeless	234	234	81	34.6
Socioeconomically Disadvantaged	470	466	163	35.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	80	24	30.0

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.73	0.00	3.92	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.36	4.60	2.45
<b>Expulsions</b>	0.00	0.06	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

Our School Safety Plan is reviewed, updated, and approved at the beginning of the year by the SSC/ELAC. The most recent plan was approved by the board in November 2021. Students are taught the safety procedures outlined in the plan and drills take place to ensure staff and students understand and will act quickly and safely in the event of an emergency.

The plan is designed to be a practical document to be used in case of emergencies, with key elements including the Big Five program which is used by all public agencies in San Mateo County (addressing emergency responses for Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation), COVID-19 protocols, Behavior policies, Abuse Reporting procedures, Suspension guidelines, and Discrimination and Harassment policies. The Safety Plan also contains a list of emergency telephone numbers, information on the responsibilities of certificated personnel, and details of the warning signals that will alert students and school personnel of disasters that may have occurred. We work closely with and receive assistance from the local East Palo Alto Police Department, Menlo Park Fire Department, and other outside agencies and organizations.

### D. Other SARC Information

#### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		12	2
1	28		12	2
2	27		12	2
3	22	6	6	1
4	27		12	1
5	34		12	2
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	7	7	1
1	22	7	7	1
2	23	1	13	1
3	23		14	1
4	22	8	6	1
5	26		14	1
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	7	14	2
1	24		14	2
2	22	21	7	2
3	20	20	14	2
4	27	6	28	2
5	27	6	28	2
6				
Other	8	1		

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	11912.63	4785.52	7127.11	68202.84
District	N/A	N/A	11158.26	
Percent Difference - School Site and District	N/A	N/A	-44.1	-3.3
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-16.9	-18.9

## 2020-21 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 / counselling services), and Reading Specialist/Literacy Coaches, as well as purchasing supplemental curriculum to support the academic achievement of students. Additional programs and services funded from a range of funding sources include support for English Learners including a specialist Newcomer teacher, the Turnaround Arts program, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, and supplemental tutoring.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>		\$51,450
<b>Mid-Range Teacher Salary</b>		\$80,263
<b>Highest Teacher Salary</b>		\$101,012
<b>Average Principal Salary (Elementary)</b>		\$128,082
<b>Average Principal Salary (Middle)</b>		\$132,453
<b>Average Principal Salary (High)</b>		\$134,792
<b>Superintendent Salary</b>		\$197,968
<b>Percent of Budget for Teacher Salaries</b>	22%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

This year professional development consists of 16 partial days and 4 full days. Students have a “minimum day” on Wednesday each week, with this time being used for PD and available for staff preparation time on alternating weeks.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8.3	19	20

# Ravenswood City Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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 Address</b>	www.ravenswoodschools.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1261	11	0.87	99.13	27.27
<b>Female</b>	605	4	0.66	99.34	--
<b>Male</b>	656	7	1.07	98.93	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	84	1	1.19	98.81	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	998	9	0.90	99.10	--
<b>Native Hawaiian or Pacific Islander</b>	138	0	0.00	100.00	--
<b>Two or More Races</b>	21	0	0.00	100.00	--
<b>White</b>	11	1	9.09	90.91	--
<b>English Learners</b>	712	9	1.26	98.74	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	1116	8	0.72	99.28	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1166	8	0.69	99.31	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	235	11	4.68	95.32	27.27

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1261	10	0.79	99.21	--
Female	605	4	0.66	99.34	--
Male	656	6	0.91	99.09	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	84	1	1.19	98.81	--
Filipino	--	--	--	--	--
Hispanic or Latino	998	8	0.80	99.20	--
Native Hawaiian or Pacific Islander	138	0	0.00	100.00	--
Two or More Races	21	0	0.00	100.00	--
White	11	1	9.09		--
English Learners	712	8	1.12	98.88	--
Foster Youth	--	--	--	--	--
Homeless	1116	10	0.90	99.10	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1166	7	0.60	99.40	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	235	10	4.26	95.74	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.