

# Costaño Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Costaño Elementary
<b>Street</b>	2120 Euclid Ave, East Palo Alto, CA 94303
<b>City, State, Zip</b>	
<b>Phone Number</b>	650-328-2830
<b>Principal</b>	Jeremy Packman
<b>Email Address</b>	jpackman@ravenswoodschools.org
<b>School Website</b>	costano.ravenswoodschools.org
<b>County-District-School (CDS) Code</b>	41689996044325

## 2023-24 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

## 2023-24 School Description and Mission Statement

Costaño School of the Arts is proud to be a Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially. Our mission is to provide an academically rigorous and culturally responsive learning environment that empowers students to live proudly with compassion and integrity through the Arts. 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	51
Grade 2	47
Grade 3	44
Grade 4	62
Grade 5	78
<b>Total Enrollment</b>	<b>348</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
Asian	0.6%
Black or African American	9.2%
Filipino	0.3%
Hispanic or Latino	68.1%
Native Hawaiian or Pacific Islander	17.2%
Two or More Races	2.3%
White	2.3%
English Learners	45.4%
Foster Youth	0.3%
Homeless	48.6%
Socioeconomically Disadvantaged	86.8%
Students with Disabilities	13.5%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.90	95.83	105.20	67.16	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.40	5.41	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	17.90	11.46	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	9.69	12115.80	4.41
<b>Unknown</b>	1.00	4.17	9.80	6.26	18854.30	6.86
<b>Total Teaching Positions</b>	23.90	100.00	156.70	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.30	91.43	102.70	66.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.00	9.16	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.57	25.00	16.34	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.00	5.24	11953.10	4.28
<b>Unknown</b>	0.00	0.00	3.50	2.30	15831.90	5.67
<b>Total Teaching Positions</b>	23.30	100.00	153.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.9
<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	19.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify "CKLA" and "Language Studio" / Adopted by the LEA for ELA/ELD in 2023	Yes	0%
Mathematics	Pearson: "Investigations" / Adopted by the LEA in 2017	Yes	0%

<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%

## School Facility Conditions and Planned Improvements

Costaño's campus is beautiful, with great tree areas and a field. 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. There is a new installation of solar panels in 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.

<b>Year and month of the most recent FIT report</b>	September 2023
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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.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			There were 2 deficiencies noted in this category.  Room P3 - This classroom has a lot of materials and supplies, there is a need to declutter and organize  Room P9 - Ants observed during inspection
<b>Electrical</b>	X			There was 1 deficiency noted in this category.  Library - There were two lights that needed replacing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			There were 2 deficiencies noted in this category.  Boys Bathroom by Room 14 - Leak in the urinal  Girls Bathroom by the Gym - The 2nd faucet has a small leak
<b>Safety:</b> Fire Safety, Hazardous Materials	X			There were 2 deficiencies noted in this category.  Administration Building - Storage room is stacked too high - top shelving needs to be modified to allow for 18" of space from the ceiling, and should be kept to one layer.  Custodial Closet - There is knowledge that asbestos is present. We follow our asbestos management plan.
<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 was 1 deficiency noted in this category.  Need to add tan bark to both playgrounds.

## School Facility Conditions and Planned Improvements

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### 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.

Percentages are not calculated 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	12	18	15	47	46
<b>Mathematics</b> (grades 3-8 and 11)	3	4	9	9	33	34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	181	167	92.27	7.73	11.98
<b>Female</b>	93	89	95.70	4.30	14.61
<b>Male</b>	88	78	88.64	11.36	8.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	14	93.33	6.67	14.29
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	126	113	89.68	10.32	10.62
<b>Native Hawaiian or Pacific Islander</b>	27	27	100.00	0.00	7.41
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	88	77	87.50	12.50	10.39
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	87	83	95.40	4.60	9.64
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	164	150	91.46	8.54	11.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	34	91.89	8.11	11.76

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	181	171	94.48	5.52	3.51
<b>Female</b>	93	89	95.70	4.30	1.12
<b>Male</b>	88	82	93.18	6.82	6.10
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	14	93.33	6.67	21.43
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	126	117	92.86	7.14	1.71
<b>Native Hawaiian or Pacific Islander</b>	27	27	100.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	88	82	93.18	6.82	1.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	87	83	95.40	4.60	2.41
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	164	154	93.90	6.10	3.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	34	91.89	8.11	11.76

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.26	3.08	3.91	5.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	67	91.78	8.22	4.48
Female	41	37	90.24	9.76	5.41
Male	32	30	93.75	6.25	3.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	41	87.23	12.77	4.88
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	34	31	91.18	8.82	3.23
Foster Youth	0	0	0	0	0
Homeless	38	36	94.74	5.26	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	60	92.31	7.69	3.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	14.29

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%

## 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.

#### 2023-24 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	403	382	207	54.2
Female	202	194	100	51.5
Male	201	188	107	56.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	35	33	22	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	279	262	137	52.3
Native Hawaiian or Pacific Islander	66	66	39	59.1
Two or More Races	12	12	7	58.3
White	8	6	2	33.3
English Learners	197	194	90	46.4
Foster Youth	1	1	0	0.0
Homeless	196	191	104	54.5
Socioeconomically Disadvantaged	355	337	185	54.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	65	35	53.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.44	2.23	0.00	4.53	5.42	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.23	0
Female	1.98	0
Male	2.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.86	0
Filipino	0	0
Hispanic or Latino	2.51	0
Native Hawaiian or Pacific Islander	1.52	0
Two or More Races	0	0
White	0	0
English Learners	2.03	0
Foster Youth	0	0
Homeless	3.06	0
Socioeconomically Disadvantaged	2.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.9	0

## 2023-24 School Safety Plan

Our School Safety Plan is reviewed, updated, and approved at the beginning of the year by the SSC/ELAC, and then reviewed and approved by the district's Board. Students are taught the safety procedures outlined in the plan and drills take place to ensure staff and students understand and will act quickly and safely in the event of an emergency.

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

## D. Other SARC Information Information Required in the SARC

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

## 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
Other	8	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	13	21	2
1	15	13	14	2
2	15	21		2
3	19	27		2
4	16	41		2
5	18	48		2
Other	7	2		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	11	5	0
1	21	2	10	0
2	21	1	10	0
3	18	3	9	0
4	23	3	10	0
5	20	3	15	0
6	0	0	0	0
Other	7	2	0	0

## 2022-23 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
<b>Pupils to Academic Counselor</b>	0

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	6

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$11,812	\$5,705	\$6,107	\$86,278
<b>District</b>	N/A	N/A	\$6,531	\$82,473
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.7	1.3
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	-21.9	-2.3



## Fiscal Year 2022-23 Types of Services Funded

Our district receives funding from LCFF, Title I, Title II, Title III, Title IV, Stimulus funds, and other local funds. This school operates with a "Title I Part A schoolwide program" which means that all students benefit from the programs and services funded with Title I, Part A funds. Some examples include partially funding salaries for LIMS (to support Library Services), CASSY (mental health / counseling services), as well as purchasing supplemental curriculum to support the academic achievement of students. Additional programs and services funded from a range of funding sources include support for English Learners including a specialist Newcomer teacher, the Turnaround Arts program, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, and supplemental tutoring.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$60,000	\$54,046
<b>Mid-Range Teacher Salary</b>	\$79,950	\$84,515
<b>Highest Teacher Salary</b>	\$107,100	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$151,725	\$136,841
<b>Average Principal Salary (Middle)</b>	\$151,725	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$205,000	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	18.53%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.93%	5.62%

## Professional Development

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

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	21	21