

Cesar Chavez Ravenswood Middle School

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

| | |
|--|---------------------------------------|
| School Name | Cesar Chavez Ravenswood Middle School |
| Street | 2450 Ralmar St. |
| City, State, Zip | East Palo Alto, Ca, 94303-1040 |
| Phone Number | 650-329-2828 |
| Principal | Amanda Kemp |
| Email Address | akemp@ravenswoodschools.org |
| School Website | ravenswoodms.ravenswoodschools.org |
| County-District-School (CDS) Code | 41689990136093 |

2021-22 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 Address | www.ravenswoodschools.org |

2021-22 School Overview

At Cesar Chavez Ravenswood Middle School we are all partners in the success of our students! All Ravenswood 6th-8th grade students attend our school, allowing us to provide a variety of learning opportunities and resources that build student leadership skills, encourage critical thinkers, and prepare students 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 strive to develop independent, life-long learners who are empowered to invest in and advocate for their own education, pursue opportunities with purpose, and cultivate empathy. By expanding student horizons, they are able to see more options and paths for their future. We have set the expectations of our student body high, and continue to use mentoring as a method to support our students in every aspect of their lives, addressing and supporting the academic, emotional, social, and physical well-being of our students and families.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 170 |
| Grade 7 | 191 |
| Grade 8 | 193 |
| Total Enrollment | 554 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.4 |
| Asian | 0.2 |
| Black or African American | 7 |
| Hispanic or Latino | 77.8 |
| Native Hawaiian or Pacific Islander | 12.5 |
| Two or More Races | 1.8 |
| White | 0.4 |
| English Learners | 52.7 |
| Homeless | 45.5 |
| Socioeconomically Disadvantaged | 93.5 |
| Students with Disabilities | 18.8 |

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>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

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 |
|---|--|-----------------------------|--|
| Reading/Language Arts | Summit Learning: "English" / Adopted by the LEA in 2019 for ELA McGraw-Hill "StudySync" / Adopted by the LEA in 2016 for ELD | Yes | 0 |
| Mathematics | Summit Learning: "Math" / Adopted by the LEA in 2019 | Yes | 0 |
| Science | Summit Learning: "Integrated Science" / Adopted by the LEA in 2019 | Yes | 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 | Yes | 0 |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

This school also had and continues to have internal moves and some rooms have excess furniture to be removed. This is the largest campus the district has and overall it is being kept clean and in good working order. We have begun new construction that will bring the school a new main office, library, parent workspace, and multiple classrooms. We are also updating all brick and mortar classrooms so each student will have a modernized classroom in which to learn. Additionally, we are fortunate to have a partnership with the Magical Bridge Foundation and they are working on upgrading our playground. The majority of the work will be completed within the next 18 months with a final projected completion date in the 2024-25 school year. All construction decisions are being made with student learning in mind and are being done with the least amount of interruption.

Overall, the school is maintained in good repair. 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 |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | There was 1 deficiency noted in this category. 1. Room 33's HVAC air intake was blocked by a computer storage cart. The cart was moved as soon as the issue was identified |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|--|
| <p>Interior: Interior Surfaces</p> | X | | <p>There were 4 deficiencies noted in this category.</p> <ol style="list-style-type: none"> 1. Bookcases not secured in Offices. This has been addressed. 2. Portable 52 - Shelves not secured. This has been addressed. 3. Portable 86 - Wallpaper on the wall behind the sink is peeling. Maintenance is planned to address this. 4. Portable 92 - Bookcase not secured. This has been addressed. |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | X | | <p>There was 1 deficiency noted in this category.</p> <ol style="list-style-type: none"> 1. Portable 81 - Cabinet not secured. This has been addressed. |
| <p>Electrical</p> | X | | <p>There were 5 deficiencies noted in this category.</p> <ol style="list-style-type: none"> 1. Custodial Closet - Contains wires and electrical equipment that is no longer in use. These materials should be removed. This will be addressed as the wider school-site construction projects are completed. 2. Room 33 - Plug-in Christmas lights not permitted. This has been addressed. 3. Room 35 - Microwave improperly stored on top of refrigerator. This has been addressed. 4. Portable 3 - Plug-in Christmas lights not permitted. Household extension cord not allowed. This has been addressed. 5. Portable 86 - Cover Missing: Wires are visible on the wall near front door. This is an old thermostat which is pending removal. |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | | X | <p>There were 10 deficiencies noted in this category, which have all been addressed:</p> <ul style="list-style-type: none"> 5 x Faucets need adjusting 1 x Classroom water fountain has very low pressure and requires adjustment (Portable 96) 1 x Soap dispenser missing |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|--|---|
| | | | <p>1 x Toilet seat stained 1 x Stall door needs adjustment and door lock missing 1 x Edge of sink is chipped</p> <p>Portable 90 - Wallpaper is peeling, and trim around the sink is warped and not flush with the cabinet</p> |
| Safety: Fire Safety, Hazardous Materials | X | | <p>There was 1 deficiency noted in this category.</p> <p>1. Portable 86 - Storage is too close to the ceiling, representing a fire hazard. This has been addressed.</p> |
| Structural: Structural Damage, Roofs | X | | <p>There were no deficiencies noted in this category.</p> |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | X | | <p>There was 1 deficiency noted in this category.</p> <p>Room 28 - Lock on front door of classroom does not work properly and should be repaired or replaced. Maintenance on this item is pending.</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).

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 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 576 | 4 | 0.69 | 99.31 | -- |
| Female | 276 | 2 | 0.72 | 99.28 | -- |
| Male | 300 | 2 | 0.67 | 99.33 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 40 | 0 | 0 | 100 | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 446 | 4 | 0.9 | 99.1 | -- |
| Native Hawaiian or Pacific Islander | 72 | 0 | 0 | 100 | -- |
| Two or More Races | 11 | 0 | 0 | 100 | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 306 | 4 | 1.31 | 98.69 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 502 | 2 | 0.4 | 99.6 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 526 | 3 | 0.57 | 99.43 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 111 | 4 | 3.6 | 96.4 | -- |

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 | 576 | 2 | 0.35 | 99.65 | -- |
| Female | 276 | 2 | 0.72 | 99.28 | -- |
| Male | 300 | 0 | 0.00 | 100.00 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 40 | 0 | 0.00 | 100.00 | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 446 | 2 | 0.45 | 99.55 | -- |
| Native Hawaiian or Pacific Islander | 72 | 0 | 0.00 | 100.00 | -- |
| Two or More Races | 11 | 0 | 0.00 | 100.00 | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 306 | 2 | 0.65 | 99.35 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 502 | 2 | 0.40 | 99.60 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 526 | 1 | 0.19 | 99.81 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 111 | 2 | 1.80 | 98.20 | -- |

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 6-8 Student Groups | Grades 6-8 Total Enrollment | Grades 6-8 Number Tested | Grades 6-8 Percent Tested | Grades 6-8 Percent Not Tested | Grades 6-8 Percent At or Above Grade Level |
|----------------------------------|-----------------------------|--------------------------|---------------------------|-------------------------------|--|
| All Students | 596 | 388 | 65 | 35 | 60 |
| Female | 284 | 180 | 63 | 37 | 62 |
| Male | 311 | 207 | 67 | 33 | 57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|----|----|----|
| Black or African American | 42 | 26 | 62 | 38 | 69 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 461 | 290 | 63 | 38 | 69 |
| Native Hawaiian or Pacific Islander | 75 | 59 | 79 | 21 | 69 |
| Two or More Races | 11 | 7 | 64 | 36 | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 307 | 179 | 58 | 42 | 37 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 371 | 239 | 64 | 36 | 57 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 548 | 356 | 65 | 35 | 60 |
| Students Receiving Migrant Education Services | 38 | 29 | 76 | 24 | 59 |
| Students with Disabilities | 120 | 67 | 56 | 44 | 28 |

*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.

| Grades 6-8 Student Groups | Grades 6-8 Total Enrollment | Grades 6-8 Number Tested | Grades 6-8 Percent Tested | Grades 6-8 Percent Not Tested | Grades 6-8 Percent At or Above Grade Level |
|--|------------------------------------|---------------------------------|----------------------------------|--------------------------------------|---|
| All Students | 596 | 385 | 65 | 35 | 21 |
| Female | 284 | 180 | 63 | 37 | 21 |
| Male | 311 | 204 | 66 | 34 | 20 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 42 | 27 | 64 | 36 | 11 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 461 | 288 | 62 | 38 | 20 |
| Native Hawaiian or Pacific Islander | 75 | 58 | 77 | 23 | 31 |
| Two or More Races | 11 | 5 | 45 | 55 | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 307 | 185 | 60 | 40 | 7 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 371 | 242 | 65 | 35 | 17 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 548 | 356 | 65 | 35 | 21 |
| Students Receiving Migrant Education Services | 38 | 30 | 79 | 21 | 13 |

| | | | | | |
|-----------------------------------|-----|----|----|----|---|
| Students with Disabilities | 120 | 70 | 58 | 42 | 3 |
|-----------------------------------|-----|----|----|----|---|

*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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 202 | NT | NT | NT | NT |
| Female | 104 | NT | NT | | |
| Male | 98 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 12 | NT | NT | NT | NT |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 160 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 25 | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 96 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 200 | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 189 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 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

There are many opportunities for parent and family involvement at school through participation in a variety of activities and committees. Our families are welcomed onto campus and into classrooms as volunteers, and encouraged to attend School Site Council (SSC) / English Learners Advisory Committee (ELAC) meetings, evening workshops, and Parent-Teacher conferences. We also have a range of school-wide and family events throughout the year. Our parents and families each have different interests, needs, and priorities, just as students do. We seek to inspire, uplift, and empower our community by providing regular workshop opportunities that address a variety of topics related to the academic, emotional, social, and physical well-being of their children and their families. They are invited 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 | 593 | 583 | 207 | 35.5 |
| Female | 284 | 278 | 101 | 36.3 |
| Male | 309 | 305 | 106 | 34.8 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 1 | 1 | 1 | 100.0 |
| Black or African American | 41 | 39 | 17 | 43.6 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 461 | 454 | 161 | 35.5 |
| Native Hawaiian or Pacific Islander | 73 | 73 | 21 | 28.8 |
| Two or More Races | 11 | 11 | 7 | 63.6 |
| White | 4 | 3 | 0 | 0.0 |
| English Learners | 323 | 317 | 119 | 37.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 254 | 254 | 97 | 38.2 |
| Socioeconomically Disadvantaged | 546 | 541 | 196 | 36.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 114 | 112 | 43 | 38.4 |

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 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.07 | 0.00 | 3.92 | 0.00 | 3.47 | 0.20 |
| Expulsions | 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 |
|-------------|----------------|------------------|---------------|
| Suspensions | 11.36 | 4.60 | 2.45 |
| Expulsions | 0.00 | 0.06 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

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

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. 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 that may have occurred. 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, Menlo Park Fire Department, and other outside agencies and organizations.

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 | 554 |

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) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 3 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 4.3 |

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 | 7944.21 | 2395.79 | 5548.42 | 74939.04 |
| District | N/A | N/A | 11158.26 | |
| Percent Difference - School Site and District | N/A | N/A | -67.2 | 6.1 |
| State | | | \$8,444 | \$82,431 |
| Percent Difference - School Site and State | N/A | N/A | -41.4 | -9.5 |

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 specialist Newcomer/ELD teachers, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, supplemental tutoring, and the extended day program.

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 |
|---|-----------------|--|
| Beginning Teacher Salary | | \$51,450 |
| Mid-Range Teacher Salary | | \$80,263 |
| Highest Teacher Salary | | \$101,012 |
| Average Principal Salary (Elementary) | | \$128,082 |
| Average Principal Salary (Middle) | | \$132,453 |
| Average Principal Salary (High) | | \$134,792 |
| Superintendent Salary | | \$197,968 |
| Percent of Budget for Teacher Salaries | 22% | 34% |
| Percent of Budget for Administrative Salaries | 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 prep/collaboration 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 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 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

| | |
|---------------------------------|--|
| District Name | Ravenswood City Elementary School District |
| Phone Number | (650) 329-2800 |
| Superintendent | Gina Sudaria |
| Email Address | gsudaria@ravenswoodschools.org |
| District Website Address | 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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 1261 | 11 | 0.87 | 99.13 | 27.27 |
| Female | 605 | 4 | 0.66 | 99.34 | -- |
| Male | 656 | 7 | 1.07 | 98.93 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 84 | 1 | 1.19 | 98.81 | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 998 | 9 | 0.90 | 99.10 | -- |
| 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 | 90.91 | -- |
| English Learners | 712 | 9 | 1.26 | 98.74 | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 1116 | 8 | 0.72 | 99.28 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1166 | 8 | 0.69 | 99.31 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 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.