

Cesar Chavez Ravenswood Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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

2022-23 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

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

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
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 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
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 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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
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)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savva: “MyPerspectives” / Adopted by the LEA in 2022 for ELA	Yes	0%
	McGraw-Hill “StudySync” / Adopted by the LEA in 2016 for ELD		
Mathematics	Summit Learning: “Math” / Adopted by the LEA in 2019	Yes	0%
Science	Green Ninja: “Science” / Adopted by the LEA in 2022	Yes	0%

History-Social Science	TCI History Alive! "Ancient Worlds" / Adopted by the LEA in 2021 for 6th Grade	Yes	0%
	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		
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

This is the largest campus the district has and overall it is being kept clean and in good working order. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. We have begun construction on site 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 that all students will have well-resourced classrooms in which to learn. Due to the recent construction, where the school is transitioning from old dilapidated rooms to these new and modernized facilities, there is a surplus of furniture that will be placed appropriately when those facilities and space are available. We are fortunate to have a partnership with the Magical Bridge Foundation and they are working on upgrading our playground area. Additionally, the 49ers Academy is working to provide a significant benefit to our students by creating a state-of-the-art VR, gaming, media and esports facility, providing opportunities for students to develop their skills, and knowledge used in the creation of these industries. The majority of construction 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 possible.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There were 2 deficiencies noted in this category. Room 12 - There is a chair blocking the HVAC air intake. Room 38 - The HVAC air intake is blocked.
Interior: Interior Surfaces	X			There were 4 deficiencies noted in this category. Room 12 - There is a hole in the ceiling. Boy's Bathroom outside Cafeteria - There is a hole in a tile.

School Facility Conditions and Planned Improvements

			P1, and P86 - The receptacle that housed the old security alarm should be removed as the alarm system has been replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>There were 2 deficiencies noted in this category.</p> <p>Boy's Bathroom by P88 - Stall doors need to be repainted, cleaned, or replaced.</p> <p>Main Office - A few ants were seen on the floor of the staff bathroom (pest control comes out weekly since construction began on site).</p>
Electrical		X	<p>There were 12 deficiencies noted in this category.</p> <p>Room 15 - "Christmas" lights are not permitted.</p> <p>Room 31, and Small Office next to Custodial Closet - Light is out.</p> <p>Room 34 - Daisy chain of outlets/extension cords is not permitted.</p> <p>Gym - A ceiling light is out, and the District is in the process of replacing a ceiling tile. The Gym/Cafeteria will be replaced in the next few years.</p> <p>Boy's Locker Room, Rooms 33, 40, 43, P51, P80, P93 - Appliances cannot share outlets or be plugged into a surge protector.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>There were 11 deficiencies noted in this category.</p> <p>Girl's Bathroom by Room 14 - Faucet is loose, Soap dispenser cover is missing, the floor tiles are worn.</p> <p>Room 41 - No paper towels near the sink and faucet</p> <p>Boy's Bathroom outside Cafeteria - Soap dispenser is missing. Remove the backing for the old dispenser as it has sharp edges.</p>

School Facility Conditions and Planned Improvements

			<p>Bathroom will be remodeled as part of new construction.</p> <p>Boy's Locker Room - Soap dispenser is missing in the staff bathroom.</p> <p>P83 - Edge of sink is chipped, may need to replace vanity. This classroom is not currently used.</p> <p>P84 - Water faucet top is missing.</p> <p>Girl's Bathroom by P88 - Toilet seat is stained. There is a hole in the sink where a faucet was removed.</p> <p>Boy's Bathroom by P88 - Faucet needs adjusting.</p> <p>P90 - Trim around the sink is warped and not flush with the top of the sink cabinet, may need to replace vanity.</p> <p>P91 - Water faucet needs adjusting.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>There were 5 deficiencies noted in this category.</p> <p>P5 - Storage is too high on top of the cabinet.</p> <p>Girl's Locker Room, P50, and P51 - Bookcases need to be secured.</p> <p>P81 - Cabinet is not secured.</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 were no deficiencies noted in this category.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 7	96%	99%	99%	99%	99%

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

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

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

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				
1				
2				
3				
4				
5				
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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,718.98	\$7,241.80	\$5,477.17	\$72,119.55
District	N/A	N/A	\$6,513.43	
Percent Difference - School Site and District	N/A	N/A	-17.3	6.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-41.4	-9.5

2021-22 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), 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, Dance, Drama, Music, and Makerspace (engineering), after school programs, field trip partnerships, supplemental tutoring, and the extended day program.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	21