

Los Robles-Ronald McNair Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Alex Quezada

 Principal, Los Robles-Ronald McNair Academy

About Our School

Our Dual Immersion Spanish/English Program provides unique teaching and learning opportunities for all its participants: students, parents, teachers, administrators, and communities. Dual Immersion education serves as a linguistic and cultural bridge for all, and it helps to embrace and promote linguistic and cultural pluralism inside and outside the school.

Principal's Comment

Alex Quezada

Contact

*Los Robles-Ronald McNair Academy
2033 Pulgas Ave.
East Palo Alto, CA 94303-1040*

*Phone: 650-329-2888
Email: aquezada@ravenswoodschools.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2019—20)	
School Name	Los Robles-Ronald McNair Academy
Street	2033 Pulgas Ave.
City, State, Zip	East Palo Alto, Ca, 94303-1040
Phone Number	650-329-2888
Principal	Alex Quezada
Email Address	aquezada@ravenswoodschools.org
Website	losrobles.ravenswoodschools.org
County-District-School (CDS) Code	41689990126649

Last updated: 12/17/2019

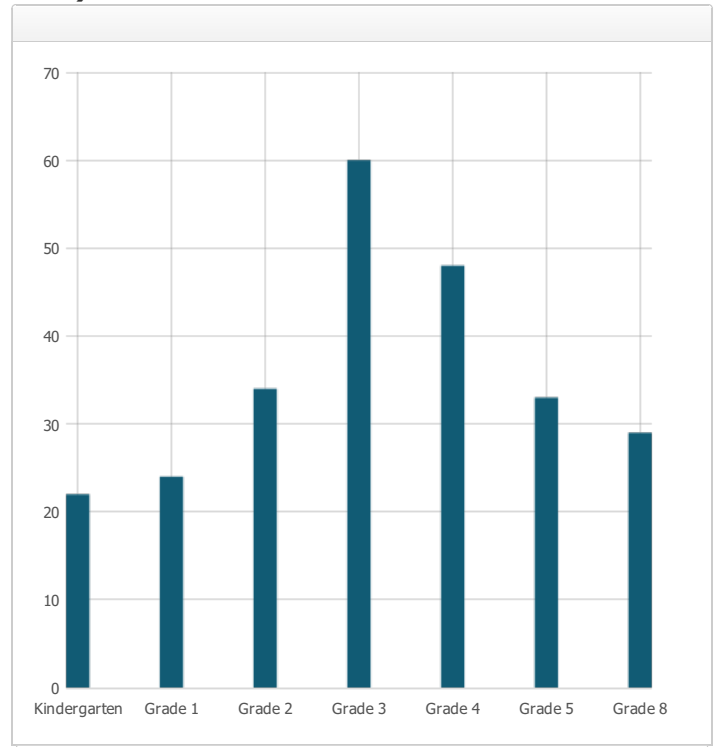
School Description and Mission Statement (School Year 2019—20)

The mission of Los Robles-Ronald McNair Academy is to maintain and develop a Spanish-English, dual-language instructional program that empowers students to achieve their personal best, become college-bound, and be productive and responsible participants in a 21st century global society.

Last updated: 12/17/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	22
Grade 1	24
Grade 2	34
Grade 3	60
Grade 4	48
Grade 5	33
Grade 8	29
Total Enrollment	250



Last updated: 1/13/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	4.50 %
American Indian or Alaska Native	0.00 %
Asian	0.00 %
Filipino	0.50 %
Hispanic or Latino	93.70 %
Native Hawaiian or Pacific Islander	0.90 %
White	0.50 %
Two or More Races	0.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.80 %
English Learners	81.90 %
Students with Disabilities	4.50 %
Foster Youth	%
Homeless	41.20 %

A. Conditions of Learning

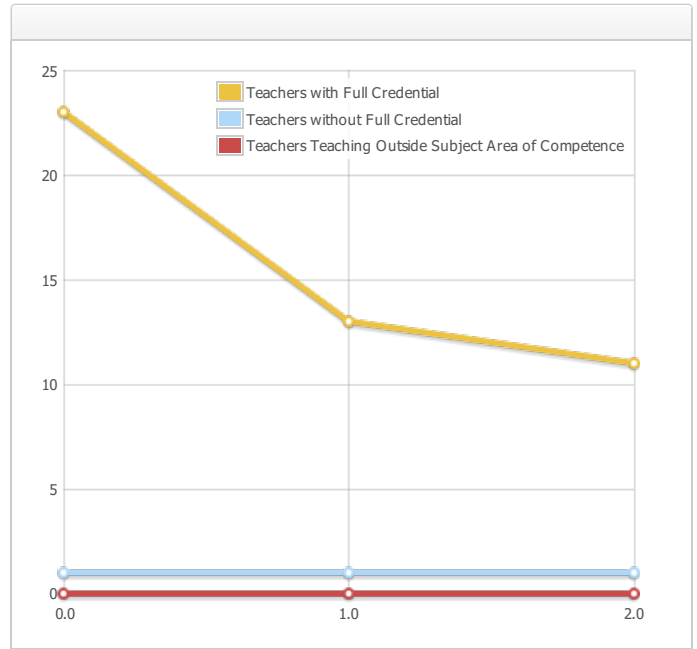
State Priority: Basic

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

Teacher Credentials

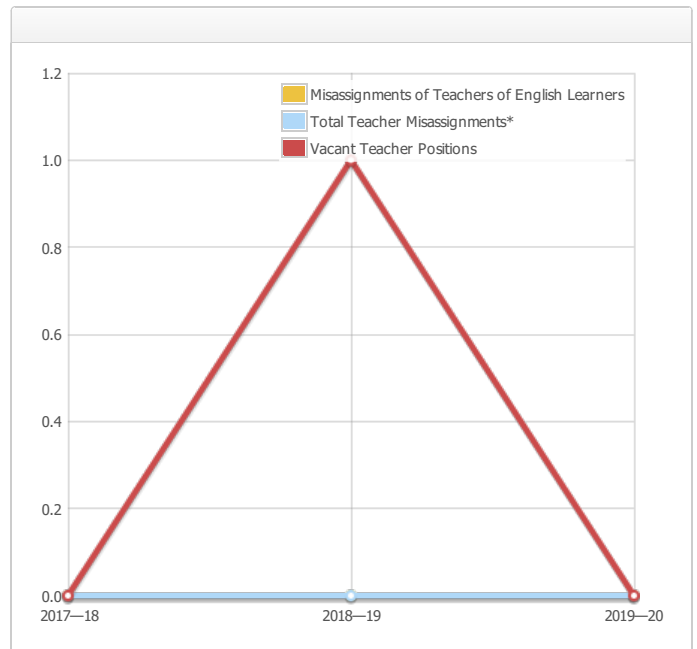
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	13	11	110
Without Full Credential	1	1	1	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 ELA: Booksource, "Leveled Book Sets," 2015 TK-5 ELD: Hameray, "Oral Language Development Series," 2014	Yes	0.00 %
Mathematics	TK-5: Pearson, "Investigations," 2017	Yes	0.00 %
Science	TK-5: MacMillan/McGraw Hill, "California Science," 2008	Yes	0.00 %
History-Social Science	TK-5: Scott Foresman, "CA Social Studies," 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

This campus is currently home to Los Robles Dual Emersion School, under the name Los Robles-McNair Academy. This campus is currently shared with Kipp Valiant, a charter school. The campus is kept very clean, especially the quad interior. There has been significant improvement such as replacement of two playgrounds. They have also installed black iron fencing to surround the school.

Last updated: 1/13/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A few classrooms had items in front of heating vents. Items were moved at the time of mock inspection, to allow for a 3ft clearance.
Interior: Interior Surfaces	Good	Walls, windows and doorways are clean and operational.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Several classrooms need to organize items to be single layered on top shelf and allowing 18" from ceiling. Principal to direct teachers to do. Several classrooms need to have bookshelves/cabinets bolted to wall. Maintenance to repair.
Electrical: Electrical	Poor	Several classrooms have one or two lights out. Maintenance to repair. Several classrooms need to have outlet plugs by sink be changed to GFIC. Maintenance to replace.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Latches in restrooms by room 1 need to be adjusted to open/close easily. Maintenance to repair.
Safety: Fire Safety, Hazardous Materials	Good	none noted
Structural: Structural Damage, Roofs	Good	none noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	none noted

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/13/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	11.0%	24.0%	18.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	12.0%	15.0%	12.0%	38.0%	39.0%

Note: 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.

Note: 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.

Last updated: 1/4/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	170	98.84%	1.16%	11.18%
Male	90	88	97.78%	2.22%	10.23%
Female	82	82	100.00%	0.00%	12.20%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	166	164	98.80%	1.20%	10.37%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	160	158	98.75%	1.25%	10.13%
English Learners	156	154	98.72%	1.28%	7.14%
Students with Disabilities	20	19	95.00%	5.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	69	67	97.1%	2.90%	4.48%

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	168	97.67%	2.33%	11.98%
Male	90	87	96.67%	3.33%	12.64%
Female	82	81	98.78%	1.22%	11.25%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	166	162	97.59%	2.41%	11.18%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	160	156	97.50%	2.50%	9.68%
English Learners	156	152	97.44%	2.56%	11.26%
Students with Disabilities	20	18	90.00%	10.00%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	69	67	97%	3%	2.99%

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/4/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2018—19)

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
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Note: 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.

Last updated: 1/13/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

At Los Robles-Ronald McNair Academy, we are very excited when parents or community members want to volunteer and help at the school and in the classrooms. Volunteers may serve as a presenter, field trip chaperone, classroom assistant, special event coordinator, fundraiser coordinator, library organizer, office assistant, advisory office assistant, etc.

State Priority: Pupil Engagement

Last updated: 12/19/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.50%	1.50%	1.50%	5.50%	3.80%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

School Safety Plan (School Year 2019—20)

The Safe School Plan is reviewed and updated annually in August by Los Robles-Ronald McNair Academy school staff. The plan is designed to be a practical document to be used in case of emergencies, especially the Big Five program which is used by all public agencies in San Mateo County and addresses these emergency responses:

Shelter in Place
Drop, Cover, and Hold On
Secure Campus
Lockdown/Barricade
Evacuation

The School Safety Plan contains the following information:

List of emergency telephone numbers
Responsibilities of certificated personnel
Warning signals that will alert students and school personnel of disasters that may have occurred

Students are taught the safety procedures outlined in the plan and drills take place to insure staff and students understand and will act quickly and safely in the event of an emergency.

Last updated: 12/19/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	20.25		4	
2	22.50		2	
3	18.00	2		
4	27.00		1	
5	25.00		1	
6	31.00		1	
Other**	23.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		1	
1	20.50		2	
2	17.50	4		
3	23.50		2	
4	27.00		1	
5	25.00		1	
6				
Other**	27.00		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		1	
1	24.00		1	
2	21.00		2	
3	16.67	2	1	
4	28.00		1	
5	26.00		1	
6				
Other**	25.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/8/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.67		3	
Mathematics	27.67		3	
Science	27.67		3	
Social Science	27.67		3	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.50		2	
Mathematics	28.50		2	
Science	28.50		2	
Social Science	28.50		2	

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	29.00		1	
Mathematics	29.00		1	
Science	29.00		1	
Social Science	29.00		1	

* Number of classes indicates how many classrooms 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.

Last updated: 1/8/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.14

*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.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.33
Social Worker	
Nurse	0.29
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

*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.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8698.00	\$2349.00	\$6349.00	\$70262.00
District	N/A	N/A	\$9229.00	\$69622.00
Percent Difference – School Site and District	N/A	N/A	-36.98%	0.91%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	-16.70%	-9.94%

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

Last updated: 1/13/2020

Types of Services Funded (Fiscal Year 2018—19)

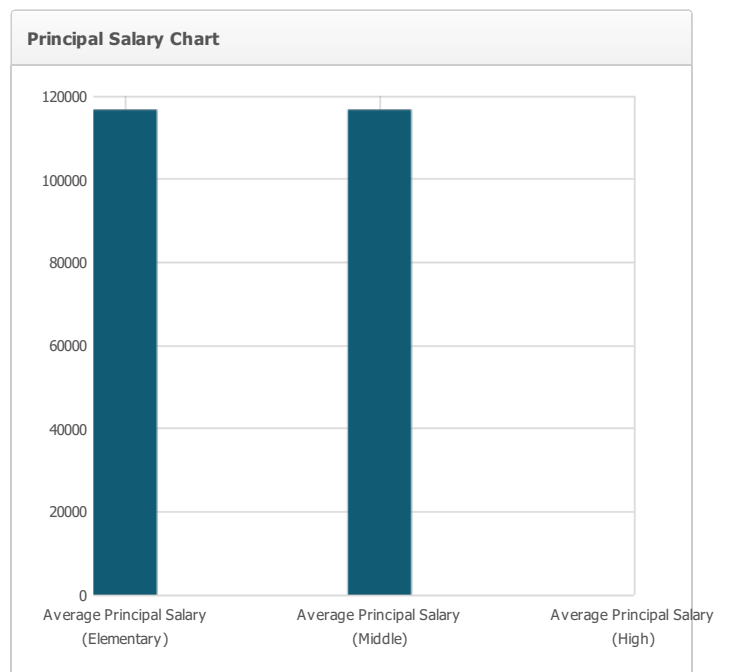
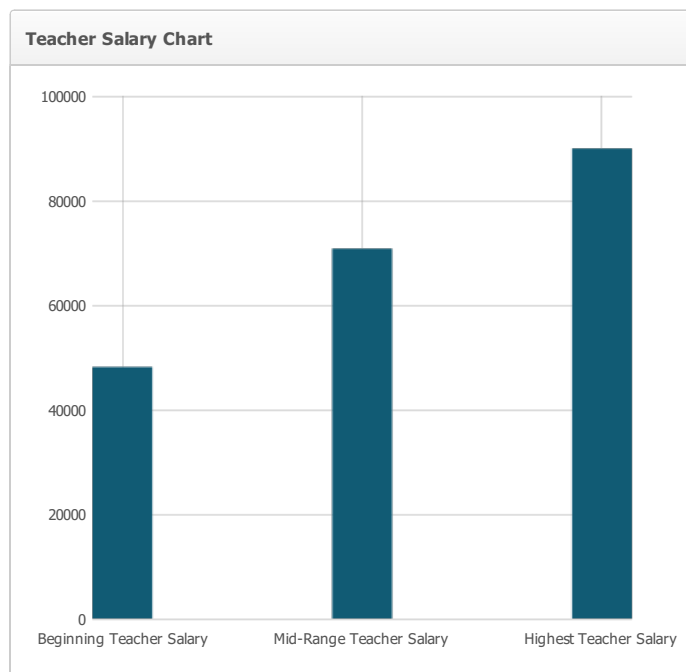
Los Robles-Ronald McNair Academy offers the following programs and services to all qualifying students: Title I, Title III, English Language Development, Special Education, After School Program and MAA (Medi-Cal Administrative Activities).

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,158	\$49,378
Mid-Range Teacher Salary	\$70,809	\$77,190
Highest Teacher Salary	\$89,971	\$96,607
Average Principal Salary (Elementary)	\$116,715	\$122,074
Average Principal Salary (Middle)	\$116,715	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$192,814	\$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/6/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	8.3