California Department of EDUCATION

2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 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/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.

Ms. Robin Pang-Maganaris, Principal

Principal, Costano Elementary

About Our School

Costaño School of the Arts is proud to be a nationally recognized Turnaround Arts School that utilizes the arts as a vehicle to empower our students to create, to think critically, and to reach their unique individual potential. We believe that through providing a culturally responsive instructional program that values and builds from the diverse and rich perspectives, experiences, and funds of knowledge that our students hold, we support each individual to succeed and thrive both academically and socially.

My name is Robin Pang-Maganaris and I am proud to serve in my first year as Costaño's principal. Prior to joining Costaño, I was a principal for 9 years in Belmont-Redwood Shores School District and a principal for 3 years in the Brisbane School District. Prior to entering administration, I was a classroom teacher for 16 years. I hold a Doctorate in Education, a Masters in Elementary Education, and a Bachelors in Psychology. Additionally, I hold an Administrative Credential and a Multiple Subjects Credential. I am also a National Board Certified Teacher focusing on Early Child. My mission as a school principal is to serve communities with love inspiration, care with a conviction that educators have the power to change lives, save lives and make a difference every day.

Costaño School of the Arts se enorgullece de ser una Escuela de Artes Turnaround reconocida a nivel nacional que utiliza las artes como un vehículo para capacitar a nuestros estudiantes para crear, pensar críticamente y alcanzar su potencial individual único. Creemos que al proporcionar un programa de instrucción culturalmente receptivo que valora y se basa en las diversas y ricas perspectivas, experiencias y fondos de conocimiento que tienen nuestros estudiantes, apoyamos a cada individuo para que tenga éxito y prospere tanto académica como socialmente.

Mi nombre es Robin Pang-Maganaris y estoy orgulloso de servir en mi primer año como directora de Costaño. Antes de unirme a Costaño, fui director durante 9 años en el distrito escolar de Belmont-Redwood Shores y director durante 3 años en el distrito escolar de Brisbane. También fui maestra de aula durante 16 años. Tengo un Doctorado en Educación, una Maestría en Educación Primaria y una Licenciatura en Psicología. Además, tengo una credencial administrativa y una credencial para múltiples sujetos. También soy un maestro certificado por la Junta Nacional que se enfoca en la primera infancia. Mi misión como directora de escuela es servir a las comunidades con inspiración de amor, cuidado con la convicción de que los educadores tienen el poder de cambiar vidas, salvar vidas y marcar la diferencia todos los días.

Contact

Costano Elementary
2695 Fordham St.
East Palo Alto, CA 94303-1207

Phone: 650-329-2800
Email: rmaganaris@ravenswoodschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
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 2020–2021)	
School Name	Costano Elementary
Street	2695 Fordham St.
City, State, Zip	East Palo Alto, Ca, 94303-1207
Phone Number	650-329-2800
Principal	Ms. Robin Pang-Maganaris, Principal
Email Address	rmaganaris@ravenswoodschools.org
Website	costano.ravenswoodschools.org
County-District-School (CDS) Code	41689996044325

Last updated: 1/13/2021

School Description and Mission Statement (School Year 2020–2021)

At Costaño School of the Arts, our mission is to provide an academically rigorous and culturally responsive learning environment that empowers students to live proudly with compassion and integrity through the Arts. We center ourselves around the core values of compassion (we open our hearts and minds to everyone), integrity (we do what is right without being told), empower (we take action) and pride (we know who we are and we believe in ourselves).

Our goals for the 2020-2021year include:

1) increasing reading achievement of students from 17% reading at grade level to 28% reading at grade level;

2) increasing parent engagement at meetings by 50% at meetings and student engagement in Zoom meetings by 15%;

3) ensuring that 100% of general education classes are utilizing arts integration strategies such as Visual Thinking Strategies weekly.

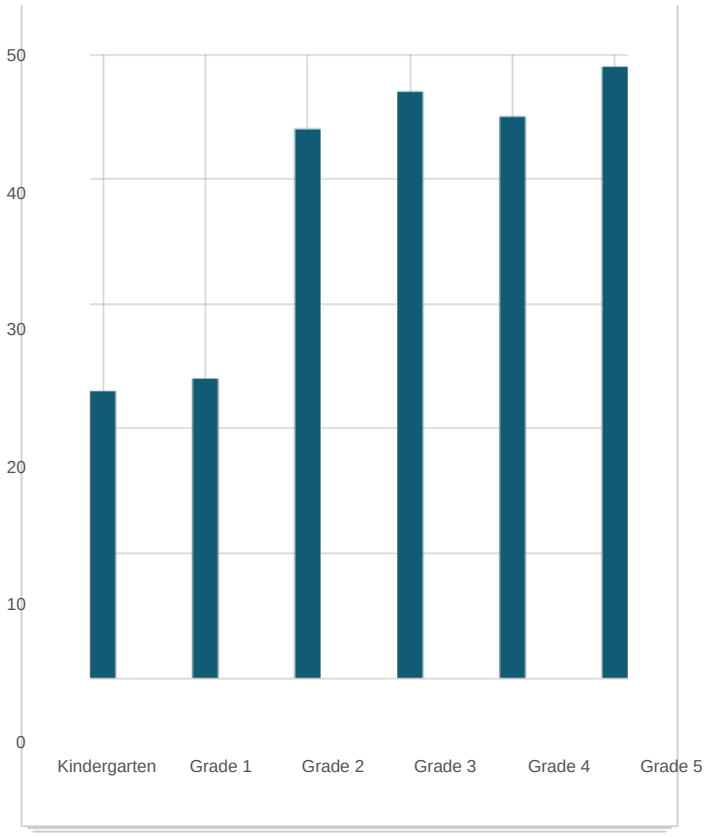
While learning may be remote this year due to COVID-19, we maintain our steadfast determination to ensure that every child receives a high quality education that inspires them to their individual personal best.

Last updated: 1/6/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students

Kindergarten	23
Grade 1	24
Grade 2	44
Grade 3	47
Grade 4	45
Grade 5	49
Total Enrollment	232



Last updated: 1/6/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	6.00 %
American Indian or Alaska Native	0.00 %
Asian	1.00 %
Filipino	%
Hispanic or Latino	68.10 %
Native Hawaiian or Pacific Islander	15.01 %
White	1.00 %
Two or More Races	3.60 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	86.00 %
English Learners	45.88 %
Students with Disabilities	11.50 %
Foster Youth	%
Homeless	46.60 %

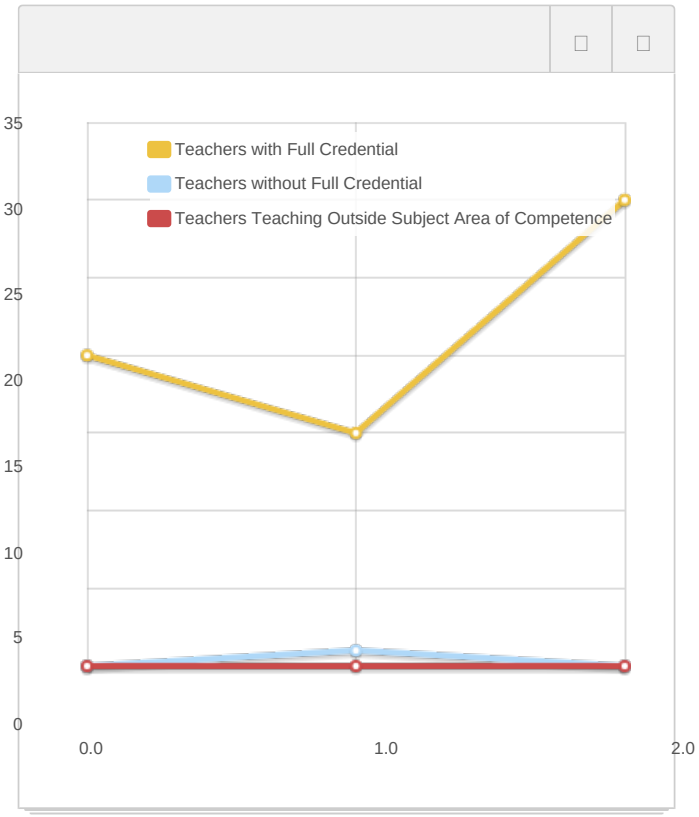
State Priority: Basic

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

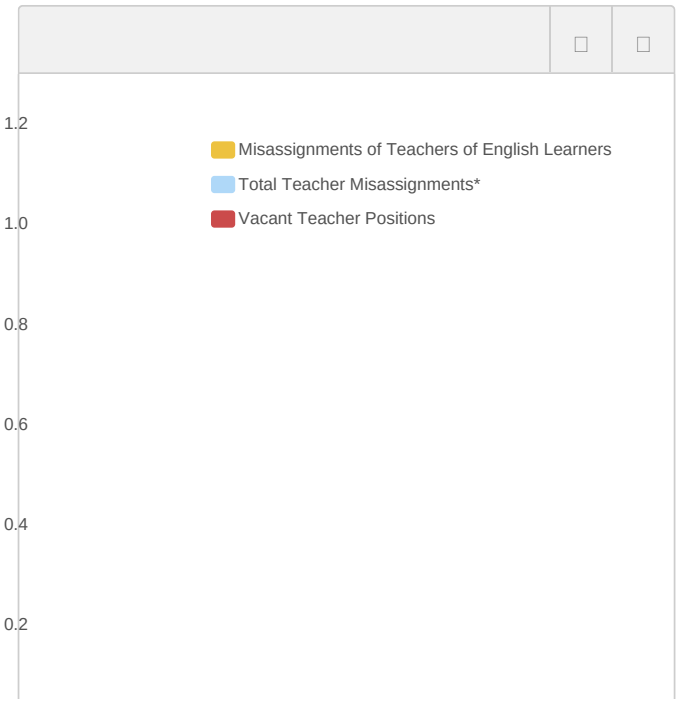
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	20	15	30	100
Without Full Credential	0	1	0	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

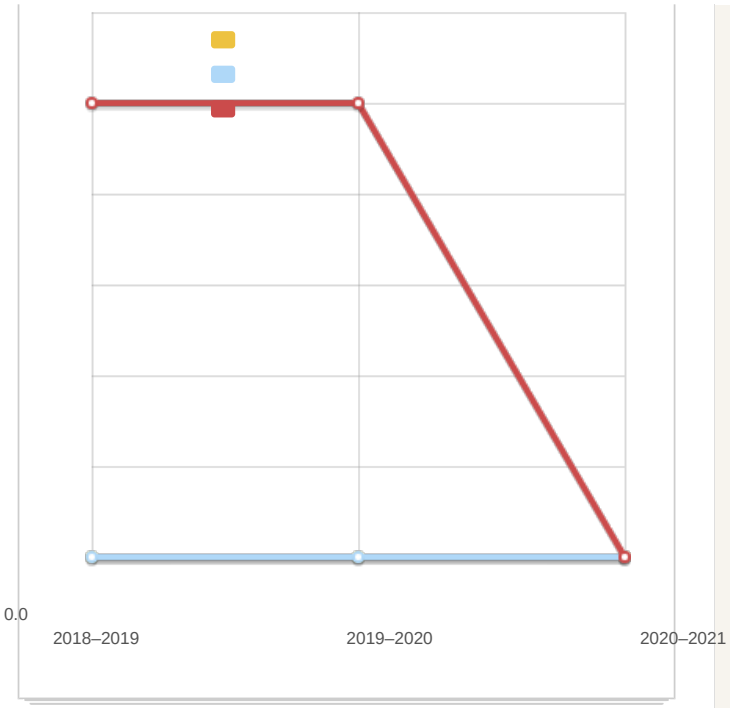


Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Units of Study in Reading, Writing, and Phonics / Adopted by the LEA in 2015 ELA - Booksource: “Leveled Books Sets” / Adopted by the LEA in 2015 ELD - Hameray “Oral Language Development Series / Adopted by the LEA in 2014	Yes	0.00 %
Mathematics	Pearson: “Investigations” / Adopted by the LEA in 2017	Yes	0.00 %
Science	MacMillan/McGraw Hill: “California Science” / Adopted by the LEA in 2008	Yes	0.00 %
History-Social Science	Scott Foresman: “CA Social Studies” / Adopted by the LEA in 2007	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt	N/A	N/A	0.0 %

(Grades 9-12)

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

Last updated: 1/15/2021

School Facility Conditions and Planned Improvements

This school site now houses both students from Brentwood Elementary and Costano. During the summer the school completed a project in which they installed all new LED Flourecents lights, timers. They also installed CO2 sensors and new thermostats campus wide. The HVAC systems are now controlled remotely with an online program to increase energy efficiency. At the time, the installation of a brand new kinder playground area along with landscape, seating area, play stucture that will be secured by new wrought iron fencing is in progess. The custodial staff added a fresh coat of paint. These improvements will greatly beutify the already older but well kept campus.

Last updated: 1/15/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies were noted.
Interior: Interior Surfaces	Good	Most classrooms were yet to be completely unpacked and organized. This was due to the merge of schools and teachers settling in, during the pandemic. Overall there was excess furniture and materials in classrooms. The principal made note and communicated to teachers to make this a priority as soon as possible.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	In P9, there was an active infestation of ants. A service call for pest control was placed and completed with in the week.
Electrical: Electrical	Good	We found that in several classrooms, teachers were daisy chaining extension cords. The maintenance team removed them and let principal know that the district would supply appropriate length and safe outlet strips. The teacher in need is to request a workorder to obtain one.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	A few deficiencies were found. 1. One of the elementary restroom was being used as storage. At the time, the district was 100% remote learning, The staff will empty and rehome materials and have the maintenance team pick up the excess. 2. The restroom portable is in need of much repair and remodel. There is water damage in the flooring. Contractors will be contacted to bid out this project.

		3. The toilets in restrooms in the old 49er administrative building, are functioning but are coming loose from the wall. Work order was place to repair.
Safety: Fire Safety, Hazardous Materials	Good	A couple deficiencies were noted. 1. In the administration office, there was a microwave on top of a mini refrigerator. Staff relocated to a counter. In the supplies closet, the materials are stacked to high, Informed principal to have staff reorganize and allow 18" from the ceiling. 2. In the library, the desk is too close to the furnace vent. It needs to be moved to allow 3' clearance. Maintenance can assist to move/reposition.
Structural: Structural Damage, Roofs	Good	No deficiencies noted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A couple deficiencies were noted. 1. P7 was used for storage of expensive equiptment, to enhance security bars were added to the windows, The room will now be used to serve students and the bars need to be removed. A work order needs to be placed to have maintenance return to remove. 2. At the entrance of P9, the asphalt is uneven. A work order needs to be placed to have the asphalt repaired.

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating	Good

Last updated: 1/15/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	N/A	18.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	16.0%	N/A	12.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
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: 1/6/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Last updated: 1/6/2021

	Total	Number	Percent	Percent Not	Percent Met or

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	12	N/A	8	N/A	30	N/A

Last updated: 1/4/2021

Last updated: 1/6/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	12	N/A	8	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/4/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement

for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

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 2019–2020)

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
5	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/6/2021

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 2020–2021)

Parents are regularly encouraged and welcomed into collaborative spaces with staff. We hold monthly School Site Council/ELAC meetings as well as bi-monthly Cafecitos. Additionally, parents are regularly communicated with through the teacher emails and newsletters, the principal's Wednesday's Letter, social media accounts and the school website. Schoolwide events such as Back to School Night, Family Arts Nights, and Open House are being held virtually. Given COVID-19, on-campus parent volunteering opportunities are not possible. Once COVID-19 restrictions are lifted, parent volunteering will be highly encouraged.

Last updated: 1/6/2021

State Priority: Pupil Engagement

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
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019

Suspensions	3.00%	0.70%	3.80%	3.40%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.00%	3.90%	--
Expulsions	0.00%	0.00%	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

The School Safety Plan was approved by the School Site Council on September 29, 2020. it was approved by the Board on November 19, 2020. Key elements of the plan include COVID-19 protocols, behavior policies, Big 5 safety protocols, child abuse reporting procedures, school suspension guidelines and discrimination and harassment policies.

Last updated: 1/13/2021

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 (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.50	2		
1	23.50		2	
2	19.00		2	
3	23.50		2	
4	30.50		2	
5	28.50		2	
6				
Other**	21.00		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 (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	24.00		2	
2	23.50		2	
3	20.50		2	
4	27.00		2	
5	30.00		2	
6				
Other**	31.00		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

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

* 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: 1/7/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.50		4	

Mathematics	30.50	4
Science	30.50	4
Social Science	30.50	4

* 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 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	31.00		2	
Mathematics	30.50		2	
Science	30.50		2	
Social Science	30.50		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 2019–2020)

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

* 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: 1/7/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	1.00
Social Worker	0.00
Nurse	0.33
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.00

*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: 1/13/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10339.50	$2551.73	$7787.85	$72480.89
District	N/A	N/A	$7448.90	$68711.41
Percent Difference – School Site and District	N/A	N/A	4.40%	5.34%
State	N/A	N/A	$7750.12	$80565.00
Percent Difference – School Site and State	N/A	N/A	0.50%	-10.56%

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

Last updated: 1/13/2021

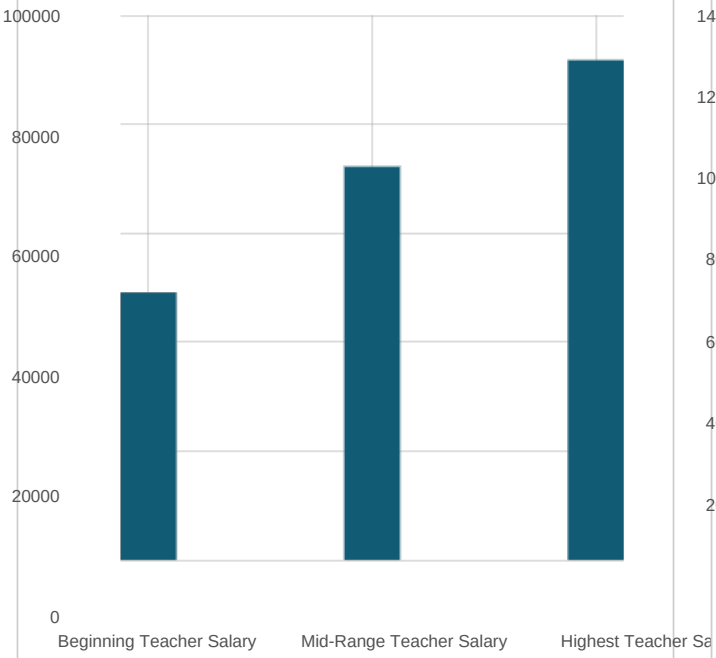
Types of Services Funded (Fiscal Year 2019–2020)

Our school receives funding from LCFF, Title I, Title II, Title III, Title IV, 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) and Reading Specialist/Literacy Coaches, as well as purchasing supplemental curriculum to supporting the academic achievement of students. Additional programs and services funded from a range of funding sources include support for English Learners including a Newcomer Program, the Turnaround Arts program, enrichment classes such as Art, Music, and Makerspace (engineering), mental health counseling, after school programs, field trip partnerships, and supplemental tutoring.

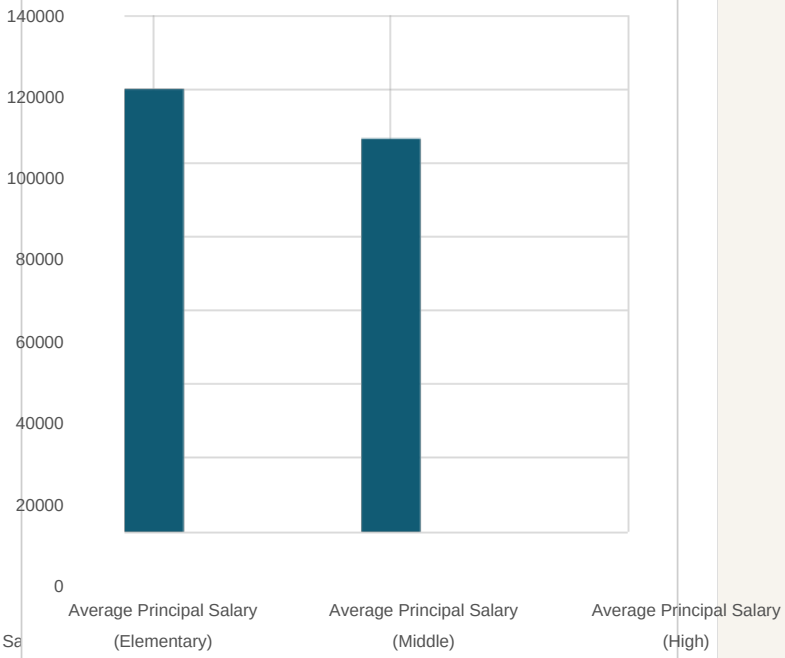
Last updated: 1/14/2021

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,121	$50,574
Mid-Range Teacher Salary	$72,225	$76,649
Highest Teacher Salary	$91,770	$98,993
Average Principal Salary (Elementary)	$120,016	$125,150
Average Principal Salary (Middle)	$106,553	$129,394
Average Principal Salary (High)	$	$122,053
Superintendent Salary	$170,000	$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/13/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,121	$50,574
Mid-Range Teacher Salary	$72,225	$76,649
Highest Teacher Salary	$91,770	$98,993
Average Principal Salary (Elementary)	$120,016	$125,150
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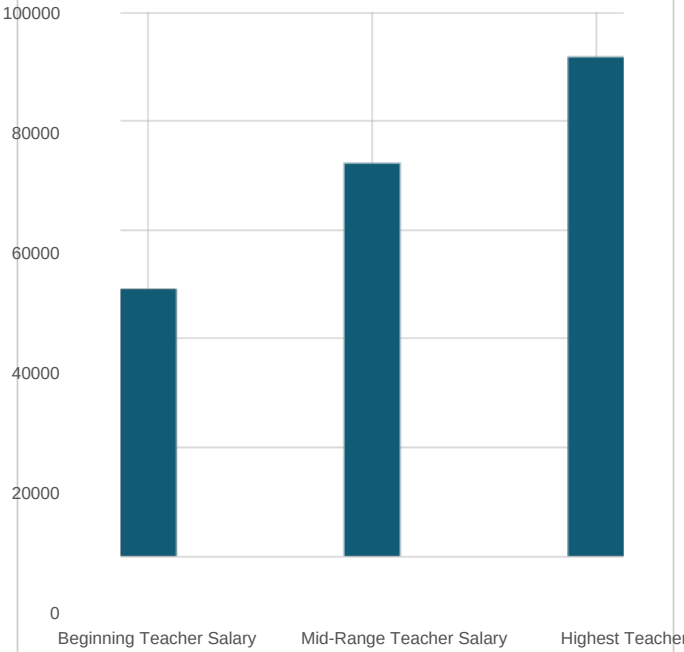
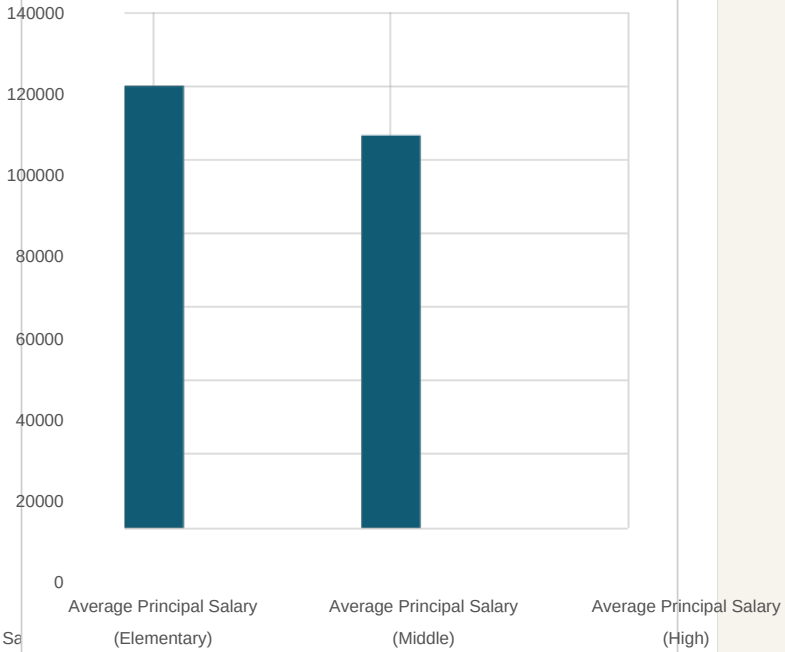
Superintendent Salary	$170,000	$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/13/2021

Professional Development

This year professional development consists of 15 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.

Measure	2018–2019	2019–2020	2020–2021

Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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