



[SARC Home](#) » Los Robles-Ronald McNair Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

Select Language

Powered by  Translate

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.



Alejandro Quezada, Principal

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.

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

Last updated: 1/13/2021

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

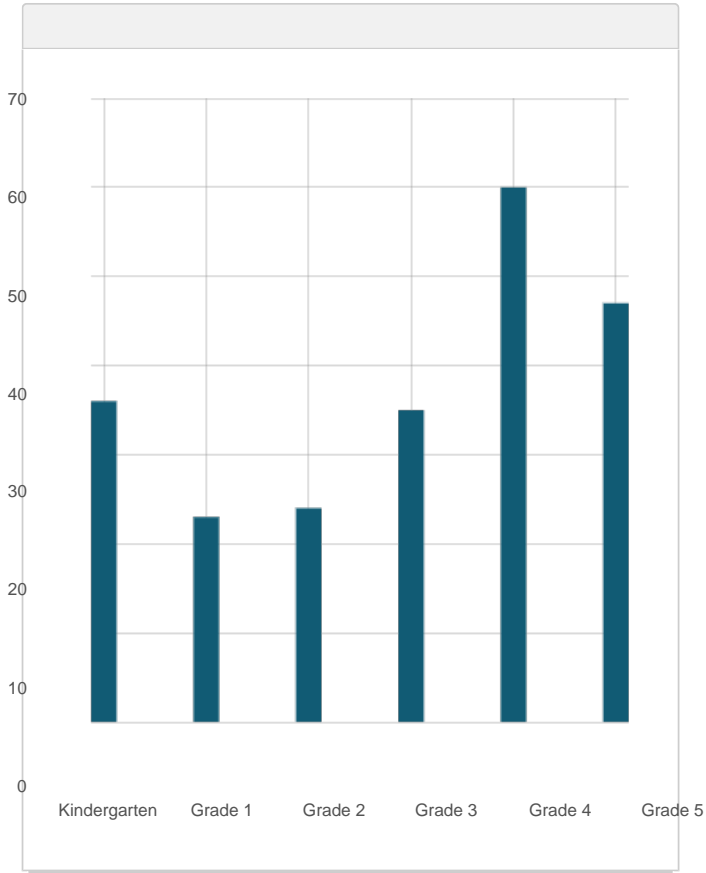
The mission of Los Robles-Ronald McNair Academy is to maintain and develop a Spanish-English, dual-language instructional program that empowers students to achieve their personal best becomes college-bound and productive and responsible participants in a 21st-century global society.

Los Robles-Ronald McNair Academy gives students the opportunity to become bilingual, biliterate, and multicultural. The school also provides students the opportunity to build high self-esteem, gain deep pride in their cultural heritage, community, school, and lay the foundation for lifelong learning.

Last updated: 1/9/2021

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

Grade Level	Number of Students
Kindergarten	36
Grade 1	23
Grade 2	24
Grade 3	35
Grade 4	60
Grade 5	47
Total Enrollment	225



Last updated: 1/9/2021

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

Student Group	Percent of Total Enrollment
Black or African American	3.10 %
American Indian or Alaska Native	%

Asian	%
Filipino	%
Hispanic or Latino	95.60 %
Native Hawaiian or Pacific Islander	0.90 %
White	%
Two or More Races	0.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.10 %
English Learners	79.60 %
Students with Disabilities	10.70 %
Foster Youth	%
Homeless	28.90 %

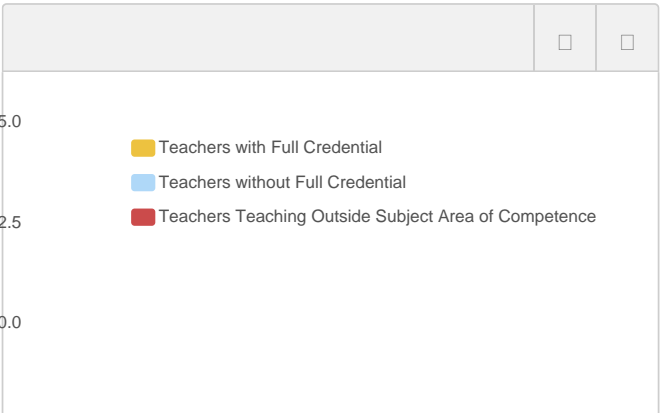
State Priority: Basic

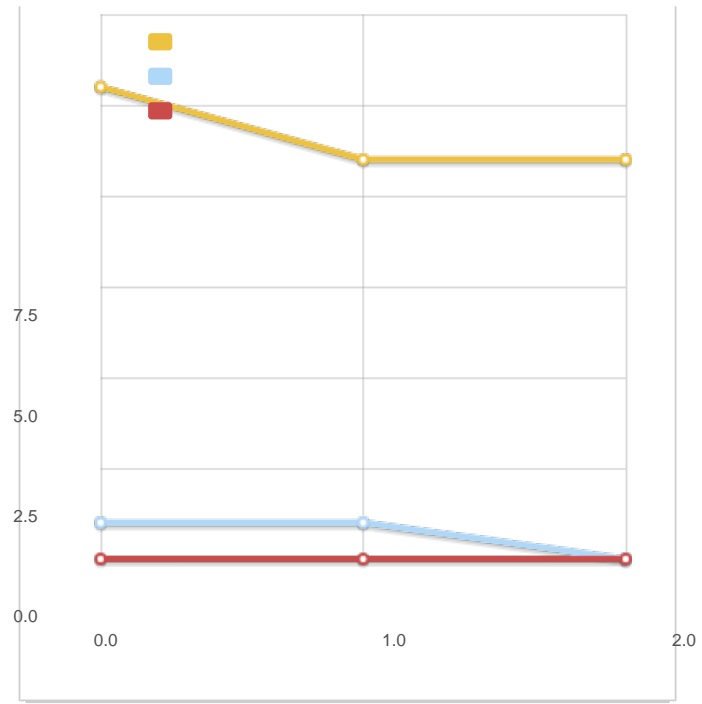
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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	13	11	11	100
Without Full Credential	1	1	0	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

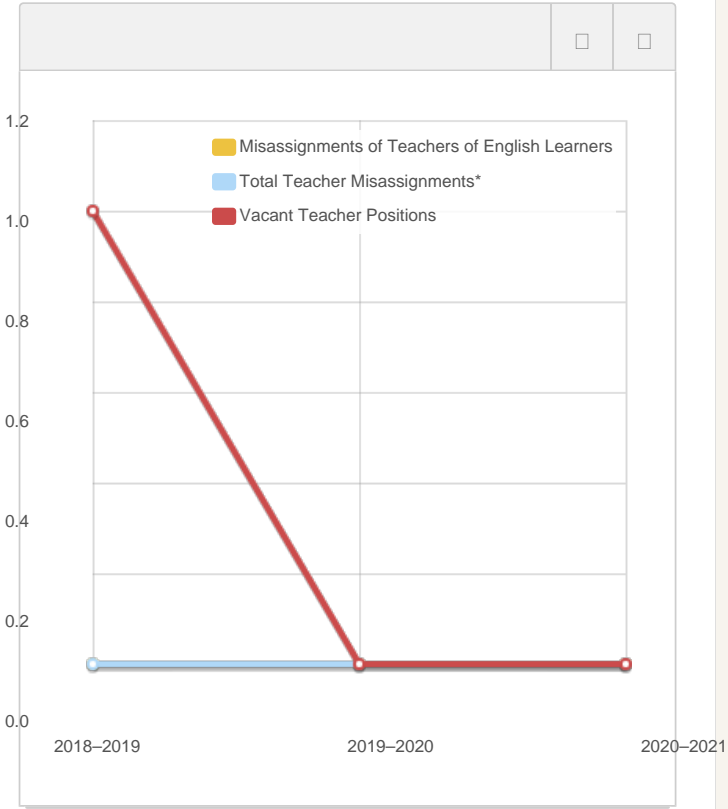




Last updated: 1/13/2021

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	0	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 (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2021

School Facility Conditions and Planned Improvements

This campus is beautifully manicured and clean. The wrought iron fence surrounding the perimeter of the school and new double doors surrounding the quad, gives a sense of high security on campus. The playgrounds are new and the asphalt on the play area have a good slurry coat making it level and safe for students to play.

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 noted.
Interior: Interior Surfaces	Good	In room 6, there is an excess amount of shelves and materials in the room. Principal to have teacher organize as soon as possible.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No deficiencies noted.
Electrical: Electrical	Good	<p>A few deficiencies were noted.</p> <ol style="list-style-type: none"> 1. In the counselors office there is an outlet near the sink. This outlet needs to be replaced as GCFI. Maintenance was issued a work order to replace with in the next work week. 2. In room 17, the light switch is broken and four light are burnt out. 3. In the kitchen the light switch is loose.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The water fountain in the cafeteria needs to have the filter changed, there is a replacement light on. Maintenance to change it with in the next work week.
Safety: Fire Safety, Hazardous Materials	Good	<p>There was a few deficiencies noted,</p> <ol style="list-style-type: none"> 1. In the server room, the HVAC portable unit needs to be replaced in a more secure location. It is leaking water and an urgent matter. A work order was submitted, work to be done in the next couple of weeks. 2. In room 2, materials are stacked too high on shelves. Items were removed to allow for 18" clearance from ceiling. 3. In room 3, the furnace vent was blocked, materials were stacked too high not allowing 18" of clearance from ceiling, two extension cords were daisy chained. Items were moved to comply with safety measures. 4. In room 14, two extension cords were daisy chained. Maintenance unplugged them. Teacher to request an appropriate length outlet strip with surge protector from by submitting a work order.
Structural: Structural Damage, Roofs	Good	NO deficiencies noted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>There was a couple of deficiencies noted.</p> <ol style="list-style-type: none"> 1. Back door leading to quad needs to be replaced. Damaged by Fire Department responding to alarm and locks were in the process of being changed. 2. The small wrought iron doors leading to the new kinder playground are broken. The district determined that they were defective when installed and will have the contractor to repair or replace the hinges.

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)	11.0%	N/A	18.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	12.0%	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: 1/8/2021

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

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: 1/8/2021

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: 1/8/2021

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)	8	N/A	8	N/A	30	N/A

Last updated: 1/8/2021

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)	8	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.

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.

State Priority: Other Pupil Outcomes

Last updated: 1/8/2021

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: 1/8/2021

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)

As integral teaching partners, parents can participate in multiple opportunities to engage in the academic and social success of their children.

Parents can participate in the School Site Council, the English Learners Advisory Committee, and the Parent Leadership Group.

Parents also participate in parent-teacher conferences.

Parents are encouraged to assist their children with at-home assignments and projects, and to read to them in either one or both languages. They can also provide exposure to books, music and movies in both languages, attend cultural festivals, provide opportunities for authentic language exchanges and much more.

Parents are invited and welcome to be involved in all facets of school planning and program implementation in order to enhance the academic and social success of all students.

Last updated: 1/9/2021

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	1.50%	1.50%	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	0.00%	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: 1/13/2021

School Safety Plan (School Year 2020–2021)

The Safe School Plan is reviewed and updated annually in August by Los Robles-Ronald McNair Academy school staff. The most recent plan was approved by the board on November 19, 2020. 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.

Los Robles-Ronald McNair Academy works closely with and receives assistance from the local East Palo Alto Police Department and Menlo Park Fire Department.

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	23.00		1	
1	20.50		2	
2	17.50	3		
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 (2018–2019)

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	2	
3	16.67		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.

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	19.00	2
1	23.00	1
2	24.00	1
3	18.00	2
4	30.00	2
5	23.00	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: 1/9/2021

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	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 2018–2019)

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.

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

*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: 1/19/2021

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

Total Expenditures Per	Expenditures Per Pupil	Expenditures Per Pupil	Average Teacher
------------------------	---------------------------	---------------------------	-----------------

Level	Pupil	(Restricted)	(Unrestricted)	Salary
School Site	\$10628.50	\$3289.51	\$7338.99	\$66948.91
District	N/A	N/A	\$7448.90	\$68711.41
Percent Difference – School Site and District	N/A	N/A	-1.50%	-2.60%
State	N/A	N/A	\$7750.12	\$80565.00
Percent Difference – School Site and State	N/A	N/A	-5.40%	-18.46%

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, 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

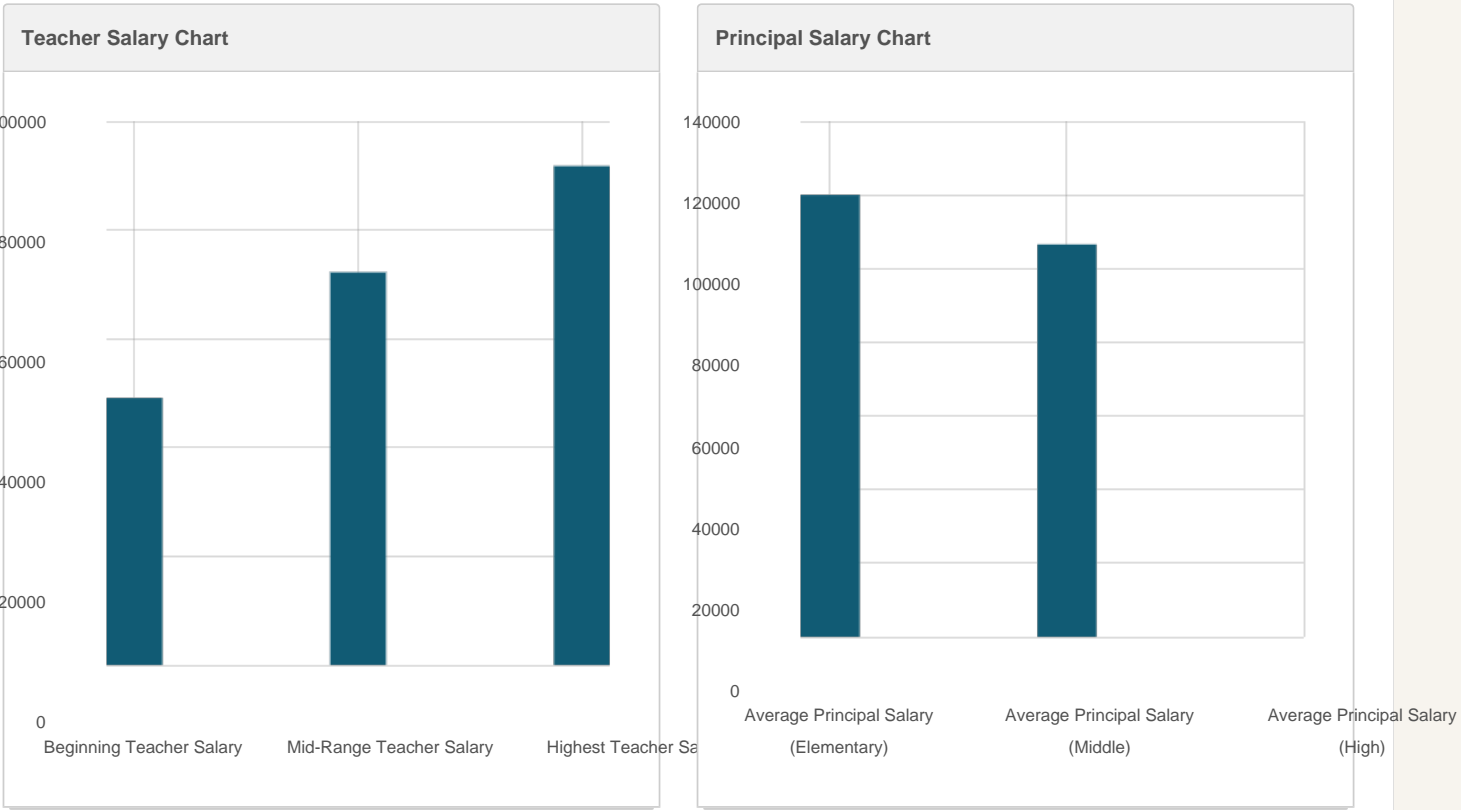
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,121	\$50,574
Mid-Range Teacher Salary	\$72,225	\$76,649
Highest Teacher Salary	\$91,770	\$98,993
Average Principal Salary (Elementary)	\$120,016	\$125,150
Average Principal Salary (Middle)	\$106,553	\$129,394
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

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
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%

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



Last updated: 1/13/2021

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

California Department of Education
1430 N Street
Sacramento, CA 95814