

Henry Ford Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Henry Ford Elementary School
Street	2498 Massachusetts Avenue
City, State, Zip	Redwood City, CA 94061
Phone Number	(650) 482-2404
Principal	Jennifer Knopf
Email Address	jknopf@rcsdk8.net
School Website	https://henryford.rcsdk8.net
County-District-School (CDS) Code	41-69005-6044499

2023-24 District Contact Information

District Name	Redwood City School District
Phone Number	(650) 482-2200
Superintendent	Dr. John Baker, Ed.D.
Email Address	jbaker@rcsdk8.net
District Website	www.rcsdk8.net

2023-24 School Description and Mission Statement

Henry Ford Elementary School is a neighborhood school that provides a safe and enriching environment for all students. We strive to create an atmosphere of academic excellence in a safe and nurturing environment for all students with a highly trained teaching staff that provides varied and individualized approaches to 21st learning for students of all backgrounds, languages, and cultures. Our teachers are well trained and experienced in differentiating instruction so that all students have the knowledge and skills to reach their potential. Differentiated instruction involves providing different students with individual avenues to learning (often in the same classroom) for acquiring content; processing, constructing, or making sense of ideas; so that all students can learn effectively and be successful, regardless of their differences. We continue our growth as a Professional Learning Community based on the work of the DuFours. The goals of a Professional Learning Community (PLC) are a focus on learning, collaboration and results as we believe the key to student learning is ongoing adult learning.

On any given day, Henry Ford School students are moving and exercising their bodies in physical education classes, learning good character through our PBIS education program, developing their artistic and creative skills in Art in Action and our music programs, diving into new ideas and exciting stories through our well-stocked library or with Chrome books and Ipads. In addition to art, chess and sports after school, we have the REACH program from Redwood City Parks, Recreation that offers students after school enrichment. Our school community thrives and families connect at our annual Fall Fiesta, Field Day and our fabulous end of the year Pasta Dinner. For these reasons and more, we invite you to meet, choose and love Henry Ford School.

Our commitment is to address and fulfill the needs of each of our students by providing the academic, social, and emotional supports that are essential to the development of a child's potential. Together—through home, school and the community—we support our students to successfully meet today's challenges and to prepare for tomorrow.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	75
Grade 2	77
Grade 3	69
Grade 4	66
Grade 5	81
Total Enrollment	448

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.4%
Asian	3.6%
Black or African American	0.7%
Filipino	2%
Hispanic or Latino	65.6%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	4.5%
White	23%
English Learners	34.2%
Foster Youth	0.4%
Homeless	1.6%
Socioeconomically Disadvantaged	65.4%
Students with Disabilities	14.7%

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)	17.60	87.57	264.40	71.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.48	4.50	1.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	33.90	9.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	30.20	8.20	12115.80	4.41
Unknown	2.00	9.90	35.00	9.51	18854.30	6.86
Total Teaching Positions	20.20	100.00	368.20	100.00	274759.10	100.00

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)	18.00	85.33	267.90	71.82	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.40	2.80	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	39.00	10.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.70	5.56	11953.10	4.28
Unknown	3.10	14.67	34.90	9.36	15831.90	5.67
Total Teaching Positions	21.10	100.00	373.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2023-2024 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2023 District Textbook Audit, in regards to student editions in use at Henry Ford School during the current school year (2023-2024).

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017	Yes	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	Yes	0%
Science	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008	Yes	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006	Yes	0%

School Facility Conditions and Planned Improvements

Henry Ford School was originally constructed in 1954 and is currently comprised of 26 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, an upper-grade playground, a Kindergarten play area, a playfield, and the administrative/support offices.

The school was completely modernized in 1993, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included the addition of five new classrooms, one reclaimed classroom, and a new library/media center, cafeteria/ multipurpose room, and administrative support center. Measure B projects have been completed at variable times over the past three years and have included: the construction of a new playfield; roofing and sidewalk replacements; installation of energy-efficient lighting and walkway coverings; resurfacing of the parking lot, playgrounds, and various walkways; replacing of window coverings; addition of fencing to Kindergarten play area; and campus-wide American Disabilities Act (ADA) improvements.

A new security fencing system has been installed on the campus as well as a new security camera configuration as part of the Measure T bond initiative completed earlier this year 2022

Year and month of the most recent FIT report

12/01/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Room 4a: Paint scuffed wall WO # 102950 The Staff Room Stacked appliances WO # 102957 Room 19 has high storage WO # 102959 Room 19A; Blocked vent WO # 10296 MUB: Paint as needed in vestibule WO # 102965
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 9: Clutter WO # 102953
Electrical		X		Room 7: loose wire from open box WO # 102952 Room 4 Wire mold needs attachment WO # Staff Room: Light out WO # 102956 Room 13 wall plate loose WO # 102958 MUB: Change lights WO # 102966
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Girls RR: Toilet slow to flush WO # 102954 Boys' RR sink runs too long WO # 102955 Girls RR: Leak on flush valve WO # 102960 Boys RR: Stall Door needs adjustment WO # 102961 Staff RR Toilet handle loose WO # 102964
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 2 Door closure adjustment WO # 102948 Room 4C: door handle loose WO # 102951 Room 15 Door closure adjustment Room 26: Door closure needs adjustment WO # 102963

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	45	43	44	47	46
Mathematics (grades 3-8 and 11)	26	40	33	35	33	34

2022-23 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	237	227	95.78	4.22	45.37
Female	109	106	97.25	2.75	48.11
Male	128	121	94.53	5.47	42.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	166	94.86	5.14	39.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	60.98
English Learners	79	70	88.61	11.39	8.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	170	96.59	3.41	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	13.33

2022-23 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	237	232	97.89	2.11	39.66
Female	109	108	99.08	0.92	37.96
Male	128	124	96.88	3.12	41.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	175	171	97.71	2.29	32.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	65.85
English Learners	79	75	94.94	5.06	14.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	176	174	98.86	1.14	32.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	8.89

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.84	26.44	29.85	34.22	29.47	30.29

2022-23 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	89	87	97.75	2.25	26.44
Female	37	35	94.59	5.41	28.57
Male	52	52	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	18.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	34	32	94.12	5.88	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	72	98.63	1.37	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5	99%	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.

2023-24 Opportunities for Parental Involvement

Parents play an important role at Henry Ford School through active participation and involvement. The School Site Council and the School English Learner Advisory Council (SSCS/ELAC) meet monthly to review the School Plan for Student Achievement and determine how to use site funds to meet the goals.

The Parent Teacher Association (PTA) meets once a month and encourages parents to get involved in any of their many school events. All events are designed to be inclusive and free for all our families. Some examples include the Fall Fiesta, Winter Concert, Valentine's Family Dance, Variety Show and Pasta Dinner. The PTA also fundraises to provide programs such as Music for Minors and a full time Gardening Instructor. Parent volunteers teach monthly Project Cornerstone, and Art in Action lessons.

Monthly Coffee with the Principal/Cafecitos held to give parents an opportunity to meet other parents, the administrators, and share feedback in an informal setting.

Classroom teachers regularly invite parents to participate in the classroom or on field trips. Any volunteer that works directly with students is required to complete the documentation stated on the RCSD Volunteer page at <https://www.rcsdk8.net/careers/volunteer>.

98% of our families have an account with Class Dojo. The platform is used to communicate school-wide information, and each classroom has its own group. All communication can be translated to the language of choice.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	468	137	29.3
Female	216	208	52	25.0
Male	266	260	85	32.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	16	14	1	7.1
Black or African American	4	4	2	50.0
Filipino	9	9	0	0.0
Hispanic or Latino	319	309	111	35.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	20	19	4	21.1
White	112	111	19	17.1
English Learners	186	177	59	33.3
Foster Youth	3	3	2	66.7
Homeless	12	12	7	58.3
Socioeconomically Disadvantaged	320	312	115	36.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	83	33	39.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	0.20	0.21	0.07	3.02	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.21	0
Female	0	0
Male	0.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.54	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.19	0

2023-24 School Safety Plan

The School Site Safety plan is reviewed and evaluated annually by the School Site Council. Revisions to the Safety Plan are communicated to all staff members. Key elements of the safety plan include disaster preparedness, the safety of students and staff on campus and character education. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster and lockdown drills are conducted on a monthly basis throughout the school year.

Student and staff safety is a primary concern. As such, supervision is provided on campus throughout the school day. We currently have three trained yard duty who help with drop-off, recess, lunch and pick-up supervision. Teachers, support staff and administration also supervise students before and after school and during breaks. Our school custodian checks that all gates are securely locked at the start of every school day. The only entrance to campus is through the office. All visitors to the school must sign in and out at the office, and complete the online district authorization forms for classroom visits.

Positive Based Intervention and Supports (PBIS) Tier I, II and III is implemented school wide with fidelity. All students receive monthly lessons from Project Cornerstone and weekly SEL lessons from our school counselor. Both programs are designed to teach students how to regulate their emotions, solve conflicts, self advocate and ensure that every child has at least one trusted adult on campus.

One full-time counselors and two part-time counselors are available as need to support at risk students and run conflict resolution circles.

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.

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	20	1	3	
1	15	5	2	1
2	17	4	3	
3	18	5	3	
4	15	5	3	
5	18	3	3	

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	12	6	3	
1	15	5	3	
2	10	8	1	
3	11	7	3	
4	14	7	3	
5	14	5	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	4	3	0
1	14	4	3	0
2	14	4	3	0
3	13	4	2	0
4	11	7	3	0
5	13	7	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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	0

2022-23 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$18,159	\$7,568	\$10,591	\$96,652
District	N/A	N/A	\$10,477	
Percent Difference - School Site and District	N/A	N/A	1.1	10.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	46.5	10.2

Fiscal Year 2022-23 Types of Services Funded

Federal Funding:

Title I: Basic Grants Low Income
 Title I: Migrant Education
 Special Education
 Title II: Part A Teacher Quality
 Title III: Limited English Proficiency
 Medi-Cal Billing Option

State Funding:

After School Education and Safety ("ASES")
 Lottery: Instructional Materials
 Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$54,215
Mid-Range Teacher Salary		\$86,843
Highest Teacher Salary		\$111,440
Average Principal Salary (Elementary)		\$140,851
Average Principal Salary (Middle)		\$147,065
Average Principal Salary (High)		\$142,189
Superintendent Salary		\$252,466
Percent of Budget for Teacher Salaries	28.02%	33.16%
Percent of Budget for Administrative Salaries	8.18%	5.15%

Professional Development

2023-2024

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2022-23

The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving "Student Learner" profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through "Lead Learner" structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

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

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5