Henry Ford Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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 Sanchez
Email Address	jsanchez2@rcsdk8.net
School Website	https://henryford.rcsdk8.net
Grade Span	K-5
County-District-School (CDS) Code	41-69005-6044499

2025-26 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

2025-26 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 for all students to 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; for all students to 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

2025-26 School Description and Mission Statement

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 and Recreation, which 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.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	30
Kindergarten	73
Grade 1	69
Grade 2	76
Grade 3	57
Grade 4	73
Grade 5	67
Total Enrollment	445

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
Asian	3.4
Black or African American	0.4
Filipino	0.9
Hispanic or Latino	65.6
Native Hawaiian or Pacific Islander	2.5
Two or More Races	5.8
White	21.3
English Learners	37.1
Foster Youth	0.2
Homeless	4.5
Migrant	0.4
Socioeconomically Disadvantaged	66.3
Students with Disabilities	19.3

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.

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	85.33	267.9	71.82	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.4	2.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	39	10.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	20.7	5.56	11953.1	4.28
Unknown/Incomplete/NA	3.1	14.67	34.9	9.36	15831.9	5.67
Total Teaching Positions	21.1	100	373.1	100	279044.8	100

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.

2022-23 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)	17.7	90.61	217.6	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.68	67.7	19.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.7	4.31	11746.9	4.23
Unknown/Incomplete/NA	1.5	7.65	35	10.27	14303.8	5.15
Total Teaching Positions	19.6	100	341.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.2	82.8	223	60	230039.4	100
Intern Credential Holders Properly Assigned	0.8	3.74	5.9	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	13.41	100	26.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	23.5	6.35	12112.8	4.34
Unknown/Incomplete/NA	0	0	19	5.13	13705.8	4.91
Total Teaching Positions	23.2	100	371.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.3	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.3	3.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.3	28.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	15.3

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

2025-26 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 2025-2026 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 2025 District Textbook Audit, in regards to student editions in use at Henry Ford School during the current school year (2025-2026).

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Imagine Learning Illustrative Mathematics, ©2021 Kindergarten through 5th grade – State Approved, Board Adopted 2023	0%
Science	Full Option Science System NGSS (FOSS) Delta Education, Inc. ©2013, Kindergarten through 5th grade – State Approved, Board Adopted 2008	0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006	0%

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

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 in 2022.

Year and month of the most recent FIT report	12/4/2025

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			WO # 116843 High Storage Room 2 WO # 116844 High Storage Room1 WO # 114252 Remove old shades
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			WO # 113950 Electrical receptacle needed WO # 144445 Wall swtich needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		WO # 113701 Fountain slow MUB Fountain no pressure WO # 113703 Faucet is loose Room 18 WO # 113702 Toilet doesn't flush Boys RR WO # 114683 Fountain Low pressure
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			WO # 114831 Ceiling tile needs replacement WO # 113814 Door damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		WO # 113950 Door stop needed Kitchen WO # 113685 Side oof door stuck Main office WO # 114682 Door needs repair WO 113691 Ripped privacy paper ripped Hallway WO # 115182 Door jammed room 24 WO #114410 Door stop needed

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	46	42	46	47	48
Mathematics (grades 3-8 and 11)	38	42	35	38	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	193	95.07	4.93	46.11
Female	99	97	97.98	2.02	52.58
Male	104	96	92.31	7.69	39.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	141	95.27	4.73	39.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67

White	37	34	91.89	8.11	61.76
English Learners	76	70	92.11	7.89	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	111	104	93.69	6.31	33.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	13.64

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	203	199	98.03	1.97	42.21
Female	99	98	98.99	1.01	40.82
Male	104	101	97.12	2.88	43.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	147	99.32	0.68	35.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	37	34	91.89	8.11	61.76
English Learners	76	76	100.00	0.00	15.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	111	109	98.20	1.80	31.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	44	95.65	4.35	11.36

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.12	33.33	31.17	33.12	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	69	97.18	2.82	33.33
Female	33	32	96.97	3.03	40.63
Male	38	37	97.37	2.63	27.03
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	57.14
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97%	96%	97%	90%	97%

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.

2025-26 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, Spring Concert, Valentine's Family Dance, Variety Show, and Pasta Dinner. The PTA also fundraises to provide programs such as field trips and a garden program for students. Parent volunteers teach monthly Project Cornerstone and Art in Action lessons.

Monthly Coffee with the Principal/Cafecitos are 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 volunteer 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	489	475	111	23.4
Female	220	214	51	23.8
Male	269	261	60	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	327	316	87	27.5
Native Hawaiian or Pacific Islander	11	11	5	45.5
Two or More Races	28	27	5	18.5
White	100	98	12	12.2
English Learners	188	182	51	28.0
Foster Youth	--	--	--	--
Homeless	42	40	12	30.0
Socioeconomically Disadvantaged	331	323	94	29.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	111	36	32.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	1	0.61	3.39	2.52	1.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.00
Female	0.00	0.00
Male	1.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	1.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 top priority. As such, supervision is provided on campus throughout the school day. We currently have three trained yard duty. One helps with drop-off, pick-up, and monitors hallway safety. All three yard duty support with student breaks. Teachers also support with pick-up, before school recess, and morning recess. Support staff assist in monitoring students during lunch and recess as well. Our school custodian checks that all gates are securely locked at the start of every school day. During school hours, 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. Beginning December 1, 2025, only students will be permitted on campus at morning drop off.

Positive Based Intervention and Supports (PBIS) Tier I is implemented school wide with fidelity. Tier II interventions are being introduced this year. All students receive monthly lessons from Project Cornerstone.One full-time counselor and two part-time counselors are available as needed to provide individual and small group counseling, support at risk students, and run conflict resolution circles. Teachers teach SEL lessons in class. These 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.

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.

2022-23 Elementary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses 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

2023-24 Elementary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	8	12	0	0
1	11	5	3	0
2	13	5	3	0
3	11	7	2	0
4	13	5	2	0
5	13	5	3	0
6	0	0	0	0
Other	15	2	0	0

2024-25 Elementary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	16	5	6	
1	13	6	2	
2	17	4	6	
3	16	7	2	
4	14	6	2	
5	14	7	4	
Other	18	1	1	

2022-23 Secondary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Secondary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$23,970	$10,491	$13,479	$105,098
District	N/A	N/A	$12,840	$98,083
Percent Difference - School Site and District	N/A	N/A	4.9	9.3
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	22.3	8.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,041	$61,597
Mid-Range Teacher Salary	$97,976	$98,902
Highest Teacher Salary	$124,633	$126,340
Average Principal Salary (Elementary)	$160,238	$158,383
Average Principal Salary (Middle)	$160,238	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,000	$288,332
Percent of Budget for Teacher Salaries	26.06%	31.29%
Percent of Budget for Administrative Salaries	8.11%	5.38%

Professional Development

2025-26
During the 2025–26 school year, the district implemented a comprehensive professional development plan aligned to instructional priorities and adopted curricula. Middle school teachers (grades 6–8) received training on the newly adopted Illustrative Mathematics curriculum, while K–2 teachers participated in professional development focused on implementing math centers and using math assessments to better support student learning. Teachers in grades 3–5, as well as 6–8 Social Studies and Science teachers, engaged in training through the California Reading and Literature Project (CRLP). Additionally, 6–8 English Language Arts teachers received training in ECRW. New teachers across grades K–8 were provided professional development on the Language Power curriculum.

School leaders engaged in ongoing professional development through Solution Tree, with an emphasis on establishing and leading effective Professional Learning Communities (PLCs) at their sites. Six school sites also participated in PBIS training provided through a partnership between Santa Clara County and San Mateo County Offices of Education. Administrators received training on best practices from the California English Learner Roadmap and the ELD Framework through Komir Minds. This training also supported targeted professional development at selected school sites to enhance instructional practices for English learners.

2024-25
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

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. The MTSS focus is to 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 MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

2023-24

Professional Development

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5