



Kennedy Middle School

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Richard Sanchez, Principal



2018-19 School Accountability Report Card



El Centro Elementary School District

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Principal's Message

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Kennedy Middle School's staff is committed to assisting all students in achieving at the highest academic levels, and doing whatever it takes to meet the unique needs and interests of young adolescents. As a result of this commitment, Kennedy Middle School has been identified by the California Business for Education Excellence as an Honor Roll Star School. In addition, Kennedy Middle School has been designated a six-time California Schools to Watch program, in 2005, 2008, 2011, 2014, 201, and 2020. The "Schools to Watch" recognition began as a national program to identify middle-grade schools across the country that were meeting or exceeding 37 criteria developed by the National Forum. At the time of Kennedy's initial recognition, there were only four schools selected for this designation and 47 nationwide. Kennedy is committed to continue the standard of excellence outlined in the "Schools to Watch" program by working to be responsive to student needs, and by providing rigorous academic instruction for all our students. In 2015, Kennedy Middle School was also awarded the Gold Ribbon Award and the Title I Academic Achieving School Award by the California Department of Education. These recognitions were given to schools who have embraced rigorous academic standards, provided excellence and creativity in teaching and creating a positive school climate.

School Vision & Mission

Kennedy has a nurturing environment that fosters students' well-being and empowers them to achieve academic excellence and personal growth in order to embrace life's challenges.

Kennedy Middle School's Mission is to:

- Teach a standards-based curriculum
- Follow a data-driven curriculum
- Have a technology-based learning environment
- Promote positive life-long learning experiences and college and career readiness
- Establish and sustain vertical and horizontal instructional articulation
- Promote school pride and establish a positive school culture
- Develop a positive rapport with students and parents
- Strengthen teacher, parent, and student communication

District & School Description

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools, two middle schools, and one home school academy which educates approximately 5,700 students in transitional kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."



A California
"Schools to Watch, Taking Center Stage"
Award Recipient



Gold Ribbon Award



Title I Academic

California Business for Education Excellence
Honor Roll Star School



CALIFORNIA
BUSINESS
for Education
EXCELLENCE

Kennedy Middle School serves students in seventh and eighth grade. During the 2018-19 school year, the school had an enrollment of 400 students including 13.5% in special education, 49.8% qualifying for English Language Learner support, 0.8% homeless youth, 0.3% foster youth, and 85.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.8%	Grade 7	201
American Indian or Alaskan Native		Grade 8	199
Asian			
Filipino			
Hawaiian or Pacific Islander			
Hispanic or Latino	95.9%		
White	0.8%		
Two or More Races			
Socioeconomically Disadvantaged	85.5%		
English Learners	49.8%		
Students with Disabilities	13.5%		
Homeless	0.8%	Total	
Foster Youth	0.3%	Enrollment	400

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the State's priorities:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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).
- 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.
- 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through parent conferences, progress reports, the school marquee, the school website, Renaissance Home Connect, Synergy Parent Portal, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (760) 352-0444 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Classroom Helper
Fundraising Activities
Library Helper
Room Parent

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities

AVID Night
Back to School Night
Band/Orchestra Performance
Drama Club
Open House
Spelling Bee
Sports Events

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal and assistant principal who work closely with the leadership team, teachers, and school staff. Principal, Richard Sanchez, and assistant principal, Lynee Pacheco, are responsible for the day-to-day operations of the school and for the overall instructional program. Coordinating efforts with the administration is the Leadership Team, comprised of the principal, assistant principal, the reading coach, and grade level representatives. The Leadership Team and AVID Site Team meet throughout the year to discuss school operational systems and educational concerns.

Specialized Instruction

All curriculum and instruction is being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 7 and 8 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE trained annually.

For students whose primary language is not English and who have limited English proficiency, Kennedy Middle School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All classes are Structured English Immersion (SEI) and English learners may be clustered during ELD instruction. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. Students provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment of California); results are used to evaluate student progress, intervention programs, and teaching strategies.

Kennedy Middle School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in the special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Kennedy Middle School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

Kennedy Middle School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using in-home assessment benchmarks (IAB), as well as, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Computer Intervention Programs
- Imagine Learning
- Immigrant & EL Intervention
- Math 180
- MobyMax
- Migrant Intervention (Grades 7-8)
- Read 180
- Tutoring

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

Kennedy Middle School offers band and orchestra for students who wish to participate. In addition, art class, MESA (Mathematics, Engineering, Science and Achievement) class and AVID Program are offered to students.

Staff Development

All training and curriculum development activities in the El Centro Elementary School District are aligned to the California State Standards.

During the 2018-19 school year, Kennedy Middle School held site-based professional development devoted to:

- AVID
- Common Core State Standards (Math, Science, English Language Arts & History)
- Data Analysis
- Differentiated Instruction
- ELD Strategies
- English Language Arts Grade Level
- English Language Arts Program Resources
- GO! Math
- Instructional Strategies
- Intervention Strategies
- Language Arts Training
- Positive Behavior Intervention & Support
- Renaissance Reading Program
- School Business
- Special Education
- SST Online
- StudySync
- Thinking Maps

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Kennedy Middle School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

During the 2017-18, 2018-19 and 2019-20 school years, El Centro Elementary School District provided districtwide professional development training on the following topics:

2017-18 & 2018-19 Trainings:

- AVID in the Content-Specific Classroom
- CPR and First Aid for PE Teachers
- Curriculum Embedded Technology Training
- Intro to New Financial System, AED Training, Technology Updates
- Schoolwide AVID Training
- Student Engagement and the Adolescent Brain Workshop with Author Heather Wolpert-Gawron for Teachers
- Math Lesson Studies
- Synergy Grade Book
- StudySync ELA Curriculum
- Positive Behavior Intervention & Support
- Co-Teaching Training
- Illuminate Data and Assessment
- Synergy Online Report Cards
- ELPAC
- Schoolwide AVID
- California School Dashboard
- Dual Immersion Team Training
- CAASPP Training
- History-Social Studies Framework
- Art Workshops
- English Learner Institute
- Read 180 Universal Intervention Training
- Data Teams Training
- Universal Design for Learning (UDL) Site Team Training
- Renaissance Star Reading, Math, and Early Literacy Training

2019-20 Trainings:

- Building Positive School and Classroom Culture
- CPR and First Aid for PE Teachers
- Department Collaboration Meetings
- Support for New Teachers in ELA Curriculums, Math Curriculums, Online Gradebook and Report Cards, Science Kits
- Digital Badging Trainings in District Curriculum and STAR Assessments
- Reading and Math Intervention Program Trainings
- New Social Studies Curriculum
- Math Lesson Studies
- Math 180 Training
- Math 180, Read 180, System 44, and Do the Math Coaching Support

- Schoolwide AVID
- Universal Design for Learning (UDL)
- Co-Teaching
- Technology Integration with District Initiatives and Curriculum
- Trauma Informed Practices
- GATE Teacher Annual Training

Kennedy Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Kennedy Middle School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 8, 2019, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution No. 100819-3003 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan/McGraw-Hill: <i>California StudySync</i>	0%
Math			
2014	Yes	Houghton Mifflin Harcourt; <i>California Go Math!</i>	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	TCL: History Alive!	0%

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Classroom Environment

Class Size

The Average Class Size & Distribution table in this report illustrates the distribution of class sizes by core subject, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

Discipline & Climate for Learning

Kennedy Middle School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Kennedy Middle School uses Positive Behavior Intervention and Support (PBIS) program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

Average Class Size and Class Size Distribution				
2016-17				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22.0	11	9	1
Math	23.0	11	9	0
Science	30.0	1	6	3
Social Science	29.0	1	6	3
2017-18				
English	22.0	8	8	3
Math	21.0	13	8	2
Science	29.0	1	4	5
Social Science	27.0	3	3	4
2018-19				
English	25.0	9	6	6
Math	21.0	9	6	2
Science	32.0	1	3	7
Social Science	31.0	1	3	6

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Suspensions and Expulsions								
	Kennedy			ECESD			CA	
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18
Suspensions (%)	3.90%	4.20%	3.30%	1.80%	1.60%	1.70%	3.60%	3.50%
Expulsions (%)	0.00%	0.00%	0.24%	0.05%	0.03%	0.05%	0.09%	0.08%

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Kennedy Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Kennedy		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8

Percentage of Students Meeting or Exceeding the State Standards

	Kennedy		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	38	38	43	45	50	51
Mathematics	26	28	30	33	39	40

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.

California Physical Fitness Test Results

2018-19

% of Standards Met:

4 of 6 5 of 6 6 of 6

Grade Level			
Seventh	*	*	*

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	388	360	92.8%	7.2%	37.5%	388	382	98.5%	1.5%	28.0%
Male	191	176	92.1%	7.9%	30.1%	191	189	99.0%	1.0%	28.6%
Female	197	184	93.4%	6.6%	44.6%	197	193	98.0%	2.0%	27.5%
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	382	354	92.7%	7.3%	37.3%	376	376	100.0%	0.0%	27.7%
White	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	352	328	93.2%	6.8%	36.9%	352	347	98.6%	1.4%	27.4%
English Learners	186	161	86.6%	13.4%	12.4%	186	182	97.8%	2.2%	10.4%
Students with Disabilities	49	49	100.0%	0.0%	10.2%	49	49	100.0%	0.0%	6.1%
Students Receiving Migrant Services	4	4	100.0%	0.0%	--	4	4	100.0%	0.0%	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

An asterisk (*) appears 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.

Professional Staff

Teacher Assignment

During the 2018-19 school year, Kennedy Middle School had 20 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Kennedy			ECESD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	22	21	23	229	231	245
Teachers with Full Credential	22	20	19	224	225	213
Teachers without Full Credential	0	1	4	5	6	32
Teaching Outside Subject Area (with full credential)	0	1	1	0	2	3
Misassignments of Teachers of English Learners	1	0	0	2	0	0
Total Teacher Misassignments*	1	0	0	2	0	0
Teacher Vacancies	0	0	0	2	6	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.*

Counseling & Support Staff

Kennedy Middle School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Kennedy Middle School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	1	0.5
Library Technician	1	1.0
Migrant Counselor	1	0.4
Psychologist	1	0.4
Speech Therapist	1	0.4

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Kennedy Middle School's original facilities were built in 1964, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months the following campus improvements have been completed:

- Technology upgrades
- Asbestos abatement in Room 22
- Installation of new carpet in Room 22 & 10
- Installation of fencing on new south property

2019-20 Campus Improvements

- Installation of gym flooring
- Installation of new carpeting in three classrooms
- Repainting two classrooms
- Installation of a new office security door
- Installation of new carpet in Rooms 23 & 10A
- Installation of new cafeteria lunch tables

Every morning before school begins, the custodian inspects facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. Two day custodians and one evening custodian are assigned to Kennedy Middle School. The lead day custodian is responsible for:

- Cafeteria setup/cleanup
- Classroom cleaning
- General grounds maintenance
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Cafeteria cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff monthly concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
	Quantity
# of Permanent Classrooms	38
# of Portable Classrooms	1
# of Restrooms (student use)	6
Auditorium	1
Library	1
Cafeteria with Kitchen	1
Staff Lounge	1
Staff Work Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, pupil supervisors are strategically assigned to designated entrance areas and school grounds. Pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administration, teachers, and pupil supervisors monitor student behavior to ensure a safe and orderly departure.

Kennedy Middle is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Kennedy Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff in January 2020.

Facilities Inspection

The district's maintenance department inspects Kennedy Middle on an annual basis in accordance with Education Code §17592.72(c) (1). Kennedy Middle uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 11, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Kennedy Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Kennedy Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Kennedy Middle School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs: 9am-7pm
Fri: 9am- 5pm
Sat: 9am-1pm
Sun: Closed
Number of Computers Available: 5

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: May 11, 2019	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		Restroom - Exhaust fan not working
Interior Surfaces	✓		Storage & 10A - Ceiling tiles have water stains; 8 - Ceiling tiles have water stains, tile has holes, water damage to sink counter; 9 - Ceiling tiles are broken; 11 - Ceiling tile have water stains, tiles have holes; 12 - Ceiling tile has a hole; 13, 14 & 15 - Ceiling tiles have water stains, tile has a hole, formica trim is missing on counter top; 16 - Ceiling tile has water stain; 18 - Ceiling tiles have water stains, ceiling tile has holes; 19 & 29 - Ceiling tiles have water stains; 23 & Lounge - Formica trim is missing on counter top; 24 - Formica trim is missing/peeling on counter top; 30 - Ceiling tile is broken; 32 - Ceiling tiles are broken
Cleanliness	✓		3, 4, 6 & 28 - Unsecured items are stored too high
Electrical	✓		2 - Ethernet/phone box is broken/missing, thermostat cover is missing; 8 - Electrical appliances are in close proximity to water source; 12, 13 & 14 - Electrical conduit end cap is missing exposing wire; 17 - Three light ballast are out; Girls RR - Hand dryer makes loud vibration noise; 28 - One light ballast is out; 32 - Thermostat cover is broken
Restrooms/Fountains	✓		Girls Locker Room - Deficiency noted; MPR - Exterior drinking fountains have leaks/not working
Safety	✓		3 - Improperly stored cleaning supplies; 23 - Pesticides are present, improperly stored cleaning supplies, paint is peeling on door; 29 - Improperly stored cleaning supplies; Girls Locker Room - Paint is peeling on the ceiling
Structural	✓		Gym - Cracks in ceiling
External	✓		Boys RR - Trip hazard at entry
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, El Centro Elementary School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2017-18

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	55,141	49,378
Mid-Range Teacher Salary	83,508	77,190
Highest Teacher Salary	107,594	96,607
Average Principal Salaries:		
Elementary School	129,815	122,074
Middle School	-	126,560
Superintendent Salary	206,835	189,346
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	7	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Dollars Spent Per Student

Expenditures Per Pupil	Kennedy	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,775	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,973	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,802	6,317	123.5%	507	1538.8%
Average Teacher Salary	78,711	88,426	89.0%	77,619	101.4%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials was acquired in October 2019 and school facilities sections were acquired in November 2019.