Kennedy Middle School

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Michael Castillo, Principal

2014-15 School Accountability Report Card

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 interest 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 four-time California Schools to Watch program, in 2005, 2008, 2011, and 2014. 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 responsible to student needs, and by providing rigorous academic instruction for all our students. In 2015, Kennedy Middle School was also awarded the Golden Bell 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 career opportunities
• 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 Profile

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 and two middle schools, and educates almost 6,100 students in 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

Golden Bell Award

Title I Academic
Achiement Award

California Business for Education Excellence
Honor Roll Star School

CALIFORNIA
BUSINESS
for Education
EXCELLENCE

Contents

Kennedy Middle School serves students in seventh and eighth grade. During the 2014-15 school year, the school had an enrollment of 353 students including 8.8% in special education, 46.2% qualifying for English Language Learner support, and 88.7% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.4%	Kindergarten	
American Indian or Alaskan Native	0.3%	Grade 1	
Asian		Grade 2	
Filipino		Grade 3	
Hawaiian or Pacific Islander		Grade 4	
		Grade 5	
		Grade 6	
Hispanic or Latino	95.9%	Grade 7	178
White (not Hispanic)	1.7%	Grade 8	175
Two or More Races	0.3%		
Socioeconomically Disadvantaged	88.7%		
English Learners	46.2%		
Students with Disabilities	8.8%		
Migrant Education		Total Enrollment	353
Foster Youth	0.8%		

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). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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, 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 Organization
School Site Council

School Activities
Back to School Night
Band/Orchestra Performance
Fall Festival
Lunch on the Lawn
Open House
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, Michael Castillo, 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 administrative is the Leadership Team, comprised of the principal, assistant principal, the reading coach, and grade level representatives. The Leadership Team meets throughout the year to discuss school operational systems and educational concerns.

Mr. Castillo has been in the educational field for 21 years and serving Kennedy Middle School since 2013. Previous positions held include: classroom teacher, educational coordinator, and senior director at the county office of education. Mr. Castillo holds a bachelor's degree from UCSD, a masters from National University, a clear administrative credential, and a teacher's credential from SDSU. Assistant Principal Pacheco has been in the educational field for 18 years and serving Kennedy Middle School beginning in 1999. She has taught various grade levels and subjects in Imperial County schools. Mrs. Pacheco holds a bachelor's degree and master's degree from SDSU, an administrative credential, and a multiple subject teaching credential.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core 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.

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. 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. Students are monitored through the CELDT exam given throughout the year, teacher observation and benchmark assessments; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); 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 district benchmark assessments, STAR test results 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
• English 3D Language Development Program
• iReady Computer Program
• Migrant Intervention (Grades 7-8)
• 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, a creative writing class, MESA (Mathematics, Engineering, Science and Achievement) class and AVID Program are offered to students.

Staff Development

All training and curriculum development activities at Kennedy Middle School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, Kennedy Middle School held staff development devoted to:

• AVID
• Common Core State Standards (Math, Science, English Language Arts & History)
• Data Analysis
• Differentiated Instruction
• ELD Strategies
• English 3D
• English Language Arts Grade Level
• English Language Arts Program Resources
• GO! Math
• Instructional Strategies
• Intervention Strategies
• Language Arts Training
• Non-Violent Crisis Prevention Intervention
• School Business
• Special Education
• SST Online
• 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.

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 Common Core 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 13, 2015, 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 #101315-1064 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Pearson Curriculum: *Literature & Language Central*	0%	6-8
Math				
2008	Yes	Holt, Rinehart & Winston: *California Mathematics*	0%	6-8
2014	Yes	Houghton Mifflin Harcourt; *California Go Math!*	0%	7-8
Science				
2008	Yes	Holt, Rinehart & Winston: *California Science*	0%	6-8
Social Science				
2006	Yes	McDougal Littell: *World History*	0%	6-8

Textbook information was obtained from district office personnel in December 2015.

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

Teaching Load
The Teaching Load 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 1-20 students, 21-32 students, and 33 or more students.

	Teaching Load Distribution Departmentalized Instruction		
	2012-13		
Subject	Average Class Size	Number of Classes*	
		1-20	21-32	33+
English	19.0	16	10	0
Math	25.0	4	9	2
Science	31.0	2	3	6
History	31.0	0	7	4
	2013-14			
English	19	11	9	1
Math	23	5	9	1
Science	28	0	9	2
History	29	2	7	2
	2014-15			
English	20.0	11	12	0
Math	17.0	10	3	1
Science	31.0	0	7	3
History	30.0	0	6	4

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.

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 employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules or are disruptive in the classroom.

Suspensions and Expulsions									
	Kennedy			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	47	40	62	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	4	0	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

Adequate Yearly Progress
The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Kennedy	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	9/9	12/13

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15		
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Seventh	73%	47%	25%

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.

No Child Left Behind (NCLB)
The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Kennedy Middle qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed

to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I PI Status 2015-16		
	Kennedy	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2005-2006	2004-2005
Year in PI	Year 5	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST) All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Kennedy			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	80	72	58	62	60	53	59	60	56

California Standards Test (CST) Results by Student Subgroup 2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
Kennedy	58
Male	59
Female	59
Hispanic or Latino	58
Two or More Races	38
Economically Disadvantaged	27
English Learners	32
Students with Disabilities	59
Migrant Education	38

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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 Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. 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 grade level and subgroup.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15														
	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 7														
All Students Tested	201	177	88.1%	46.0%	29.0%	21.0%	3.0%	201	192	95.5%	55.0%	29.0%	12.0%	2.0%
Male	201	91	45.3%	56.0%	27.0%	3.0%	2.0%	201	98	48.8%	57.0%	27.0%	10.0%	3.0%
Female	201	86	42.8%	36.0%	31.0%	29.0%	3.0%	201	94	46.8%	52.0%	32.0%	14.0%	1.0%
African American	201	3	1.5%	*	*	*	*	201	3	1.5%	*	*	*	*
Hispanic or Latino	201	167	83.1%	47.0%	28.0%	21.0%	3.0%	201	182	90.5%	54.0%	29.0%	13.0%	2.0%
White (not Hispanic)	201	7	3.5%	*	*	*	*	201	7	3.5%	*	*	*	*
Two or More Races	201	0	0.0%	*	*	*	*	201	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	201	143	71.1%	50.0%	29.0%	18.0%	3.0%	201	154	76.6%	58.0%	28.0%	10.0%	2.0%
English Learners	201	68	33.8%	71.0%	24.0%	4.0%	0.0%	201	84	41.8%	71.0%	18.0%	6.0%	1.0%
Students with Disabilities	201	15	7.5%	87.0%	13.0%	0.0%	0.0%	201	15	7.5%	9.0%	7.0%	0.0%	0.0%
Migrant Education	201	22	10.9%	45.0%	23.0%	27.0%	0.0%	201	24	11.9%	54.0%	29.0%	13.0%	4.0%
Grade 8														
All Students Tested	188	164	87.2%	37.0%	35.0%	23.0%	5.0%	188	180	95.7%	55.0%	23.0%	13.0%	7.0%
Male	188	73	38.8%	49.0%	29.0%	16.0%	4.0%	188	80	42.6%	63.0%	18.0%	10.0%	6.0%
Female	188	91	48.4%	26.0%	40.0%	27.0%	7.0%	188	100	3.2%	49.0%	27.0%	16.0%	7.0%
African American	188	3	1.6%	*	*	*	*	188	3	1.6%	*	*	*	*
Hispanic or Latino	188	160	85.1%	36.0%	5.0%	23.0%	5.0%	188	176	93.6%	55.0%	23.0%	14.0%	6.0%
White (not Hispanic)	188	1	0.5%	*	*	*	*	188	1	0.5%	*	*	*	*
Socioeconomically Disadvantaged	188	138	73.4%	37.0%	33.0%	22.0%	7.0%	188	147	78.2%	54.0%	22.0%	14.0%	7.0%
English Learners	188	74	39.4%	59.0%	34.0%	5.0%	0.0%	188	90	47.9%	72.0%	18.0%	6.0%	0.0%
Students with Disabilities	188	11	5.9%	82.0%	18.0%	0.0%	0.0%	188	11	5.9%	91.0%	0.0%	9.0%	0.0%
Migrant Education	188	28	14.9%	54.0%	32.0%	11.0%	4.0%	188	31	16.5%	71.0%	16.0%	3.0%	6.0%

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Kennedy	ECESD	CA
English-Language Arts/Literacy	26	31	44
Mathematics	17	21	33

Note: Students in grades 3-8 and 11 are given this test. 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.

Professional Staff

Teacher Assignment

During the 2014-15 school year, Kennedy Middle School had 20 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Kennedy			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	20	20	19	211	221	217
Teachers with Full Credential	19	20	18	209	219	212
Teachers without Full Credential	1	0	1	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	0	1	2	6	5

*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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Kennedy	94.0%	6.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	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.

2014-15 Campus Improvements:
• Installation of new flooring in classrooms
• Painting of exterior school buildings
• Installation of WiFi throughout campus
• Installation of a new phone system
• Repairs to classrooms

2015-16 Planned Campus Improvements:
• Installation of new flooring in classrooms
• Installation of a new roof coating on the 10 Classroom Building
• Installation of new flooring in the multipurpose room

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 2016.

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 October 7, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status Repair Status			
Inspection Date: October 7, 2015	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces				✓ Building "A" Office/Lounge - Office: Formica broken, Principal's Office: Patch nail holes, Nurses Station: Damaged ceiling tiles, Office #1: Patch holes on west wall, Assistant Principal's Office: Patch holes on west wall, Student Services: Stained ceiling tiles, patch holes on drywall all around, adjust cabinet doors, Lounge: Patch drywall south wall, formica top damaged, no exit signs, paint door, Lounge: East wall paint touch up, stained ceiling tiles; Building "B" Kitchen, Stage, MPR - Stage: Ceiling blank covers missing, east storage texture drywall, cracks on drywall wet side of door, paint door, MPR: Eating tables and benches need repair, door replace weather strip, clean AC ducts, touch up paint south west door, storage door missing handle and door opener, chair cart needs repairs, eating bench missing, entry door adjust latch and door closer; Building "D" Rooms 1-10 - Room 1: Stained/cracked ceiling tiles, drywall cracks north west corner, Room 2: Ceiling tiles out of place, drywall cracked south eat corner, replace clock, Room 3: Stained ceiling tiles, cabinet doors missing handles, Rooms 4 & 7: Adjust cabinet doors re-key cabinet doors, Room 5: Stained ceiling tiles and out of place, Room 8: Stained ceiling tiles, blank cover missing ceiling, Room 9: Stained ceiling tiles and out of place, Room 10: Walls touch up paint, ceiling tiles out of place, patch drywall, stained ceiling tiles; Building "E" Rooms 10A-19 - Room 10A: Stained/damaged ceiling tiles, cabinet doors missing handles, Room 11: Adjust cabinet doors, cabinet doors missing handles, missing clock, touch up paint, Room 12: Missing door handles, Room 13: Adjust cabinet doors, stained ceiling tiles, Room 14: Adjust cabinet doors, cabinets missing handles, Room 15: Stained ceiling tiles, door handles loose, adjust cabinet doors, Room 16: Stained ceiling tiles, screen not working, metal cabinet needs lock, Room 17: Features coming out of AC vent, cabinet door handles missing, Room 18: Adjust cabinet doors, stained ceiling tiles, Room 19: Stained ceiling tiles, door not closing properly; Building "F" Rooms 20-22 - Deficiency noted; Building "G" Rooms 23-32 - Room 23: Install whiteboard, ceiling tile broke, Room 24: Drinking fountain not working, stained ceiling tiles, Room 25: Ceiling tiles broken, adjust two drinking fountains, Room 26: Adjust cabinet in office, Room 27: Formica trim coming off, Room 28: Adjust cabinet doors, drawer locks don't open, Room 29: Cabinet doors need magnets, Room 30: Office clock not working, Room 31: Adjust cabinet doors, Room 32: Cabinet doors need magnets, drinking fountain not working, Boys Restroom: Urinal coming off wall, Girls Restroom: Sink faucet damaged; Gym - By Restroom: Aluminum trim re-install, replace foam guard on basketball baseboards, replace basketball trim, handicap elevator not working, volleyball post cover missing screws, Storage: patch drywall, Girls Locker Room: Door latch handle falling, door opener cover falling, Exterior: North side broken GFI cover south side vent covers damaged not closing properly
Cleanliness	✓			
Electrical				✓ Building "A" Office/Lounge - Deficiency noted; Building "B" Kitchen, Stage, MPR - Kitchen Office: Light fixture out, Water Heater Room: Light fixtures out, Ramada: Clean light fixtures; Building "D" Rooms 1-10 - Room 2: Light fixture out, Room 3: Light fixtures out, Rooms 4 & 7: Light fixtures out, light fixture acrylics stained, Room 6: Light fixtures out, Room 8: Light fixture out, Room 9: Light fixture out; Building "E" Rooms 10A-19 - Room 11: Light fixture out, broken receptacle cover east wall, Room 14: Light fixtures out, Room 15: Light fixtures out, Room 18: Light fixtures out, plug mold receptacle loose; Building "F" Rooms 20-22 - Room 20: Light fixture out, storage light fixture out, Room 21: Light fixture acrylic stained, Room 22: Light fixture out; Building "G" Rooms 23-32 - Room 23: Light fixture, Room 24: Light fixture out, Room 25: Light fixture out, Room 26: Light fixtures out, Room 27: Light fixtures out, light fixture out in office, Room 28: Light fixtures out, Room 29: Light fixtures out, Room 30: Light fixtures out, Boys Restroom: Light fixtures out, Girls Restroom: Light fixture out, Exterior: Post light fixtures out; Gym - Light fixture out, wall out light fixtures out, receptacle cover missing by scoreboard, exit lights not working, Storage: Light fixtures out, Boys Locker Room: Light fixtures out, switch cover broken, Exterior: Light fixtures need to be cleaned up
Restrooms/Fountains				✓ Building "A" Office/Lounge - Lounge: Sink faucet damaged, sink faucet leaks; Building "B" Kitchen, Stage, MPR & Building "D" Rooms 1-10 - Deficiency noted; Building "E" Rooms 10A-19 Room 17: Drinking fountain not working; Gym - Boys Locker Room: Soap dispenser broken, Exterior: North side drinking fountain not working
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair	Poor
Overall Summary				✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of $8,568 of total general funds to educate each student (based on 2013-14 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.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

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

Current Expense of Education Per Pupil 2013-14					
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	6,361	N/A	N/A	N/A	N/A
Restricted (Supplemental)	753	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,608	4,445	126.2%	5,348	104.9%
Average Teacher Salary	65,171	76,291	85.4%	69,086	94.3%

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 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location 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 AYP, CST, CAASPP, enrollment, and staffing.

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

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 and school facilities sections were acquired in December 2015.