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2019–2020 School Accountability Report Card

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School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Amanda Kemp, Principal

Principal, Cesar Chavez Ravenswood Middle

About Our School

Welcome to Cesar Chavez Ravenswood Middle School where we are partners in the success of our students! At Cesar Chavez Ravenswood Middle School we believe that all students can develop the habits of success including perseverance, resourcefulness, responsibility, and empathy all qualities that will help them in their future. We ultimately desire for students to develop into quality people who create meaningful lives for themselves and make a difference in the lives of others. The CCRMS staff encourages and guides students to become critical thinkers who produce quality work. We have set the expectations of our student body very high and will continue to use mentoring as a method to support our students in every aspect of their lives. We honor and value the whole child, which is to say that we address the academic, emotional, social, and physical well-being of our students and families. We are fortunate to have many partners that support our middle school extended community. With their strong partnership we will reach our goal of preparing our students for high school and beyond. I am proud to be part of a community dedicated to the academic and social success of all students and the community of East Palo Alto.

Principal's Comment

Welcome to César Chavez Ravenwood Middle School. We are partners in the success of our students!

At César Chavez Ravenswood Middle School we believe that all students can develop the habits of success like: perseverance, resourcefulness, responsibility, and empathy all qualities that will help them in their future. The CCRMS staff encourages and guides students to become critical thinkers who produce quality work. We have set the expectations of our student body very high and will continue to use mentoring as a method to support our students in every aspect of their lives. We honor and value all of our students and their families; we will reach our goal in preparing our students for high school only through the support of the school community and the community of East Palo Alto.

Welcome to the PRIDE!

Amanda Kemp, Principal

Contact

Cesar Chavez Ravenswood Middle
2450 Ralmar St.
East Palo Alto, CA 94303-1040

Phone: 650-329-2828

Email: akemp@ravenswoodschools.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

School Contact Information (School Year 2020–2021)

District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Name	Cesar Chavez Ravenswood Middle
Street	2450 Ralmar St.
City, State, Zip	East Palo Alto, Ca, 94303-1040
Phone Number	650-329-2828
Principal	Amanda Kemp, Principal
Email Address	akemp@ravenswoodschools.org
Website	ravenswoodms.ravenswoodschools.org/
County-District-School (CDS) Code	41689990136093

Last updated: 1/11/2021

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

Cesar Chavez Ravenswood Middle School is found in East Palo Alto, educating all district 6th-8th grade students. This has given us the opportunity to provide more resources for all students. We proudly support the whole child through academic and mental counseling; a variety of elective choices including music, language, AVID, and design thinking; and academic support through mentoring and small group instruction. Our student voice is found in our student council and we are continuing to build opportunities for student leadership. In addition, we are fortunate to support student passion projects where their voices are not only heard but validated. It is important to us to expand student horizons so they can see all options for their future.

Vision:

Cesar Chavez Ravenswood Middle School is a resilient community that develops independent, life-long learners who are empowered to invest in their education, pursue their sense of purpose, and cultivate empathy so all stakeholders feel safe, respected, and validated.

Mission:

The mission of Cesar Chavez Ravenswood Middle School is to educate all students to high levels of academic performance, while fostering positive growth in social and emotional behaviors and attitudes. The entire staff pledges to these student outcomes.

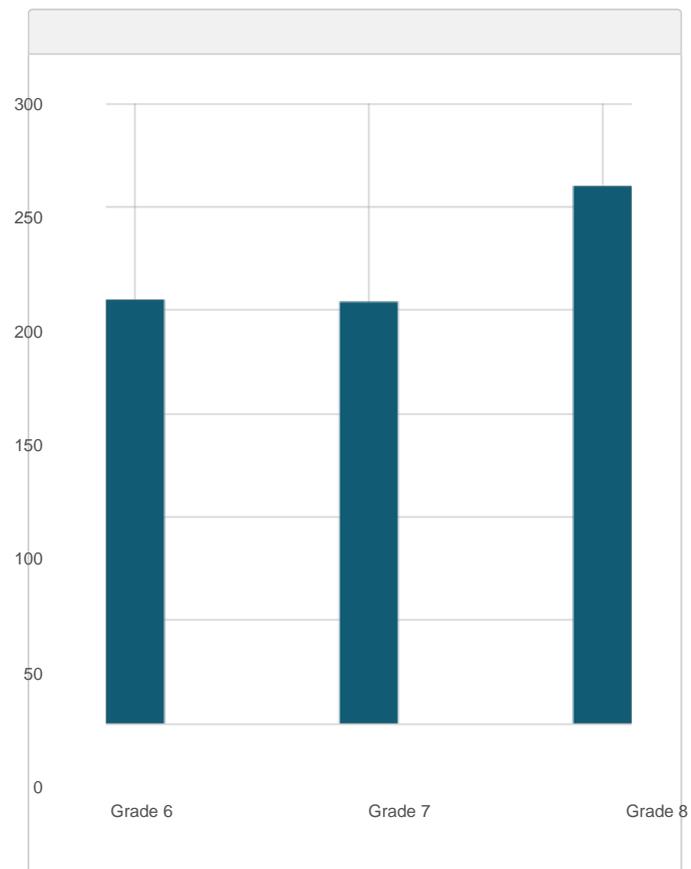
School Creed:

- I will keep my thoughts positive because my thoughts become my words.
- I will keep my words positive because my words become my actions.
- I will keep my actions positive because my actions become my values.
- I will keep my values positive because my values become my destiny.

Last updated: 1/11/2021

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

Grade Level	Number of Students
Grade 6	205
Grade 7	204
Grade 8	260
Total Enrollment	669



Last updated: 1/7/2021

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

Student Group	Percent of Total Enrollment
Black or African American	6.50 %
American Indian or Alaska Native	0.30 %
Asian	0.30 %
Filipino	%
Hispanic or Latino	78.80 %
Native Hawaiian or Pacific Islander	11.80 %
White	%
Two or More Races	2.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.60 %
English Learners	55.80 %
Students with Disabilities	17.00 %
Foster Youth	0.50 %
Homeless	31.60 %

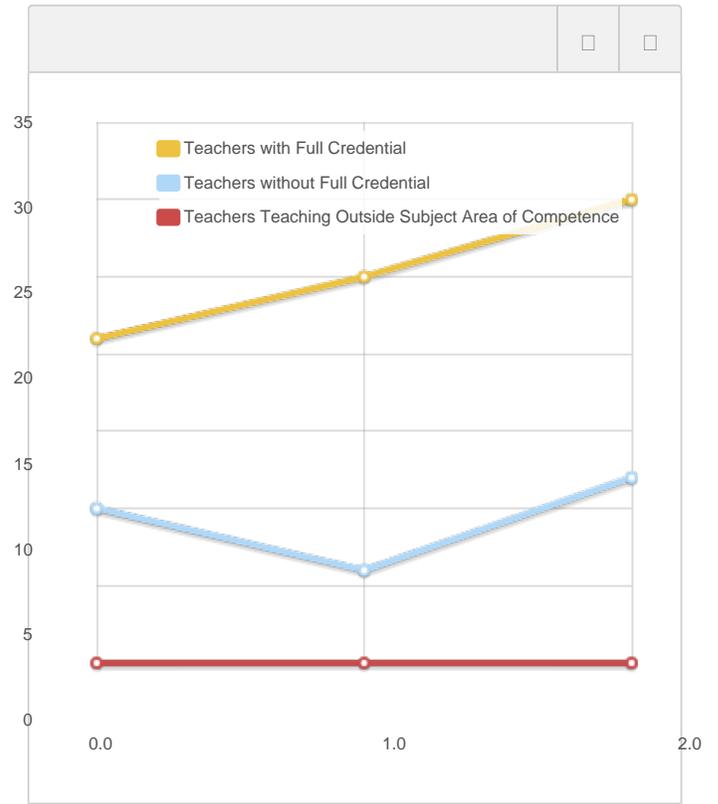
State Priority: Basic

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

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

Teacher Credentials

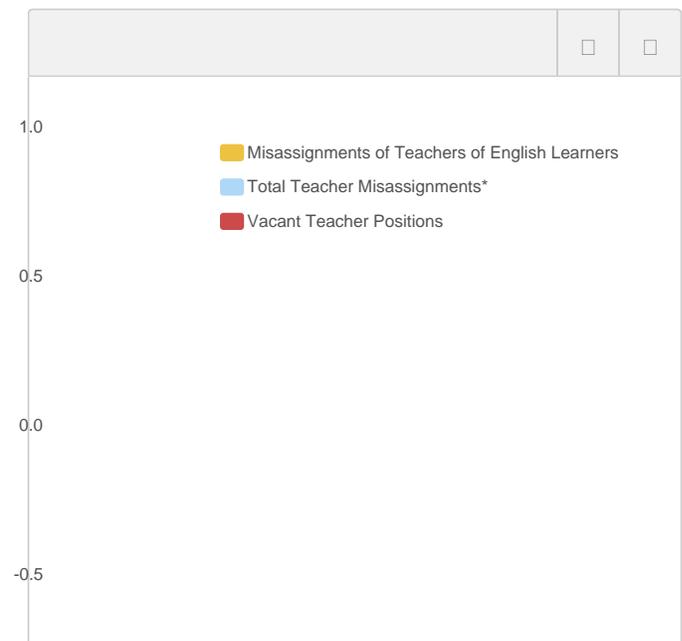
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	21	25	30	100
Without Full Credential	10	6	12	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

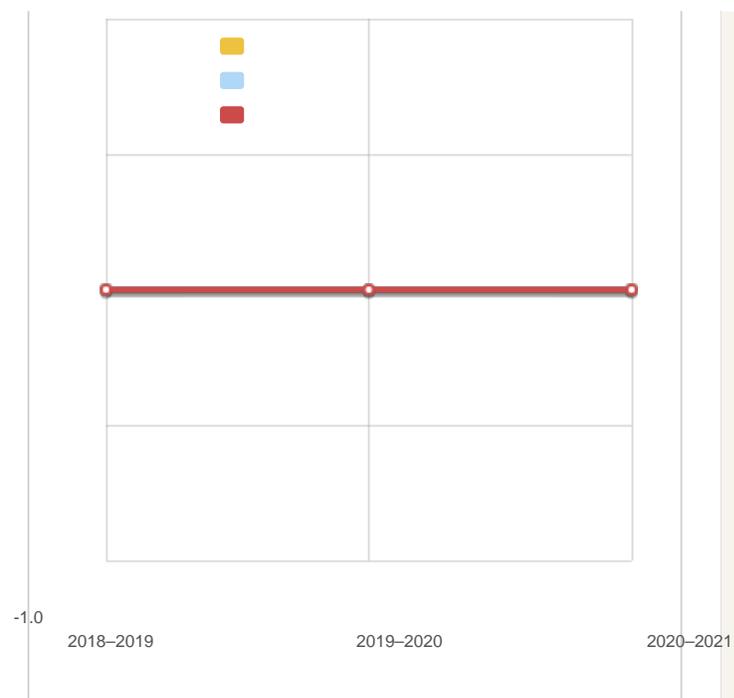


Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0





Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA: Summit Learning: "English" / Adopted by the LEA in 2019 ELD: McGraw-Hill "StudySync" / Adopted by the LEA in 2016	Yes	0.00 %
Mathematics	Summit Learning: "Math" / Adopted by the LEA in 2019	Yes	0.00 %
Science	Summit Learning: "Integrated Science" / Adopted by the LEA in 2019	Yes	0.00 %
History-Social Science	6th Grade Summit Learning: "Ancient Civilizations" / Adopted by the LEA in 2019 7th Grade Summit Learning: "Medieval History" / Adopted by the LEA in 2019 8th Grade Summit Learning: "US History" / Adopted by the LEA in 2019	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/15/2021

School Facility Conditions and Planned Improvements

The new construction wing consisting of new classrooms, science labs, flex rooms, two sets of girls & boys restrooms is now fully operational. The school has been painted and is now has uniform color scheme of white and light blue. The lock update is mostly complete except for a couple of corrections needed. This school also had and continues to have internal moves and some rooms have excess furniture to be removed. This is the largest campus the district has and overall it is being kept clean and in good working order.

Last updated: 1/15/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies were noted.
Interior: Interior Surfaces	Good	<p>There were several deficiencies in this categories.</p> <ol style="list-style-type: none"> 1. In Room 16, one ceiling tile was broken. The maintenance team removed and replaced it. 2. In one of the custodial closets, there was a large amounts of supplies that needed to be organized. The custodian was assigned this task and completed by the end of the inspection, 3. In P1, there is a non functioning partial thermostat, It was removed and the hole was patched by the maintenance department. 4. In P5, there are many boxes stacked high and an excess amount of furniture. The site was in the process of builing racks and organizing these materials.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>There were several deficiencies noted in this category.</p> <ol style="list-style-type: none"> 1. In P52, that is used by a partner had many supplies and materials needing to be organized. 2. In one of the staff lounges, there was an active infestation of ants in and around the storage cabinet. Open food items were disposed of on site and a service call to pest control was placed. 3. In the girls restroom by room 67, there was graffitti on one of the restroom stalls. The custodian was assigned to clean/remove it. 4. In P83, excess amount of furniture and materials that needed to be moved to other rooms and organized.

Electrical: Electrical	Good	There was a handful of deficiencies found.
		<ol style="list-style-type: none"> 1. In room 15, there was one broken outlet and another that was loose. The electrician was assigned to correct with in the next work day. 2. In room 50, there was a few lights that were burnt out. Making it dim in classroom. Maintenance replaced the flourecent tubes and balasts the next working day. 3. In Campus Support office, when the lights were turned on they flickered. The electician was assinged to inspect and correct issue with in the next work week. 4. In P94, the thermostat was hanging from its wires. Maintenance secure to the wall and reprogrammed on site, 5. In P50, there was a few lights out in the offices. In the kitchenette we found that a microwave was sitting on top of a mini refrigerator, The appliance was relocated to a nearby counter.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	There was a handful of deficiencies found.
		<ol style="list-style-type: none"> 1. In room 32, the water faucet was loose and leaked when opened. The maintenance team ordered and replaced it with in the next working week. 2. In room 37, the water faucet was loose and leaked when opened. The maintenance team ordered and replaced it with in the next working week. 3. In the girls bathroom by room 14, the lids to the sanitary disposal boxes were broken. The maintenance team replaced them. 4. A couple of the men's and boys restrooms need to add privacy panels. Maintenance planned to repair by end of school year.
		XX
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies were found.
Structural: Structural Damage, Roofs	Good	There was a couple deficiencies found.
		<p>In rooms 77 and 78, there was water damage to the wall and cabinet. We suspect it was from a water leak affecting a common wall. Work order was palaced to inspect for a leak and repair the faucets, cabinet and walls.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Deficiencies noted
		<ol style="list-style-type: none"> 1. In P84, the front door rubs on the ramp. Making it difficult to open the door. Work order was placed to have the locksmith repair as soon as possible. 2. In front of P87, there is a deep dip about 2ft wide. Contractor filled in and evened out the ground. 3. In P91, the ramp leading to door is rusting and peeling. A contractor stripped and recoated the ramp. 4. This campus has a large amount of asphalt. The playground and PE areas are in need of repair. The District is working on a renovation plan for this space in order to correct.

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating	Good
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Last updated: 1/15/2021

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	N/A	18.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	7.0%	N/A	12.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

Last updated: 1/4/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)		N/A		N/A		N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement

for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

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

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2020–2021)

There are many opportunities for parent involvement at school through participation in a variety of parent activities and committees. We have an open door policy welcoming parents on campus and into classrooms as volunteers. Parents participate in the School Site Council and English Learner Advisory Committee. Throughout the year, we have family events such as a Halloween celebration and La Posada. This year, they have been drive through events and we look forward to in-person events again next year. Our other school community events include Back-to-School Night, Band/Orchestra Concerts, Visual and Performing Arts Evening, and parent teacher conferences. We have a major night of back-to-back workshops at the end of each trimester through our CCRMS Parent University format. Our parents have different interests, needs, and priorities. We seek to inspire, uplift, and empower our parents by providing regular workshop opportunities that address a variety of topics related to the academic, emotional, social, and physical well-being of their children and their families. Additionally, we have partnered with PIQE to provide parent classes. If a parent cannot show to school events, we also provide the opportunity for feedback through survey. After all, parents are the first and most important teachers! If you are interested in becoming involved please call the school directly at (650) 329-2828

Last updated: 1/7/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	11.90%	2.10%	3.80%	3.40%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	6.30%	3.90%	--
Expulsions	0.00%	0.00%	--

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/8/2021

School Safety Plan (School Year 2020–2021)

At RMS, school safety is a top priority. Our safety plan was created in August and reviewed by the safety committee and SSC/ELAC in October. The safety team meets monthly to review the plan and design monthly emergency drills such as Earthquake Drills, Fire Drills, Secure Campus, Lockdown/Barricade, and Campus Evacuation. The emergency plan contains responsibilities for certificated personnel, emergency procedures, emergency telephone numbers, and emergency communication signals that will alert students and staff in case of an emergency. Each classroom has an emergency kit and classroom evacuation map. All teachers have an emergency folder that includes emergency procedures, student rosters, signal cards and other important safety information. Safety information is shared with students during their life skills classes, and through the CCRMS Student News. Our school works closely with the East Palo Alto Police Department and Menlo Park Fire Department.

Last updated: 1/7/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.08		12	
Mathematics	22.08		12	
Science	22.08		12	

Social Science	22.08	12
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* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00		19	
Mathematics	25.21		19	
Science	25.21		19	
Social Science	25.21		19	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00		22	
Mathematics	30.00		22	
Science	30.00		22	
Social Science	30.00		22	

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

Last updated: 1/7/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	223

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

Last updated: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School
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Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	1.00
Social Worker	1.00
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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

Last updated: 1/13/2021

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7365.64	\$2441.65	\$4923.99	\$67311.98
District	N/A	N/A	\$7448.90	\$68711.41
Percent Difference – School Site and District	N/A	N/A	-40.80%	-2.06%
State	N/A	N/A	\$7750.12	\$80565.00
Percent Difference – School Site and State	N/A	N/A	-44.60%	-17.92%

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

Last updated: 1/13/2021

Types of Services Funded (Fiscal Year 2019–2020)

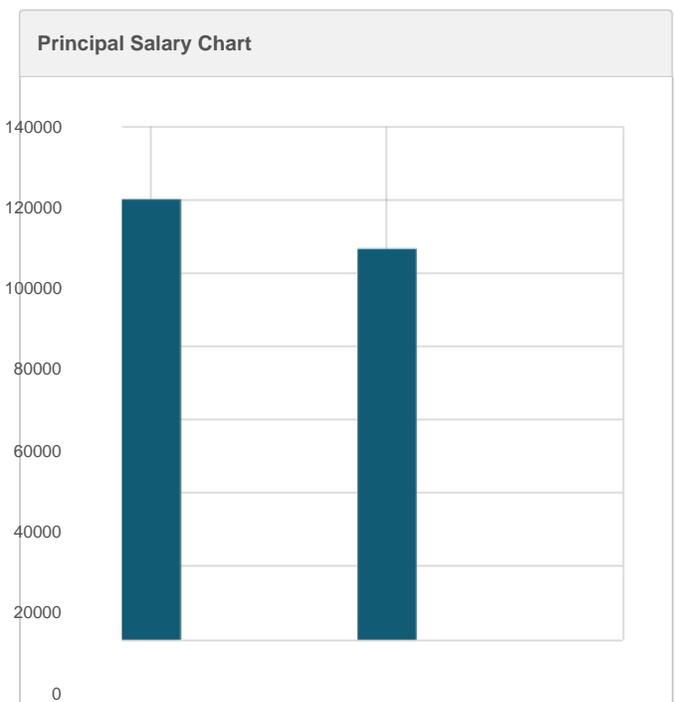
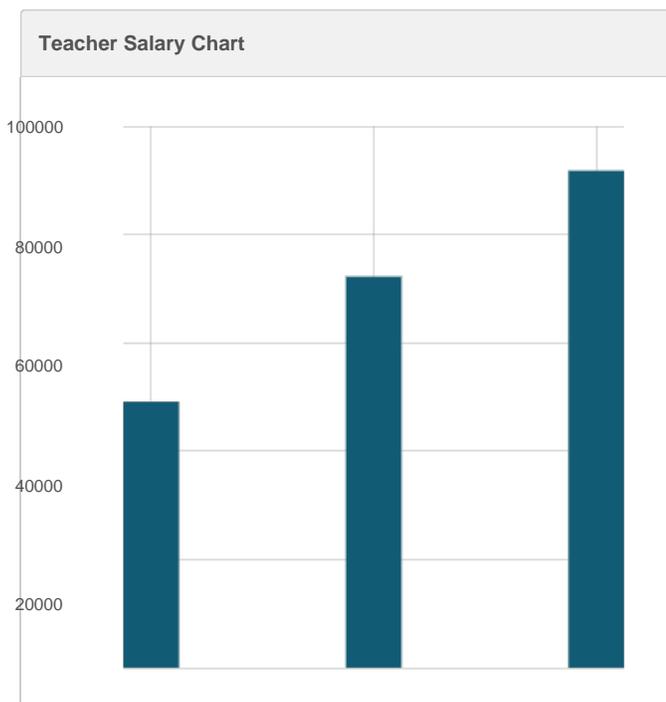
Our school receives funding from LCFF, Title I, Title II, Title III, Title IV, and other local funds. This school operates with a "Title I, Part A schoolwide program" which means that all students benefit from the programs and services funded with Title I, Part A funds. Additional programs and services funded from a range of funding sources include support for English Learners including a Newcomer Program, enrichment classes such as Art, Music, and Makerspace (engineering), after school programs, field trip partnerships, supplemental tutoring, and extended day.

All students at Cesar Chavez Ravenswood Middle School participate in the Positive Behavior Intervention System. Our PBIS store is open to all students every other Friday. Students earn Lions Loot when they are doing something positive or helpful on campus. Our PBIS store ranges from small items like pencils and erasers to big items like sports equipment and even drones. Cesar Chavez Ravenswood Middle School offers integrated services for students who qualify for special education. CCRMS provides safety services via three yard duties and campus relations coordinators. The campus relations coordinator also provides support in organizing sports tournaments during

lunch. CCRMS provides CASSY Counseling services for students who are referred or request to see a counselor. BHAGAT (Behavioral Health Advisement Group Ambassador Team) supports our students by providing a safe environment where students can play board games, or ping pong and listen to music during their lunch hour. They also provide mental health services for our students who have been recommended by staff. Our Library Instructional Media Specialist provides grade level reading material to students and offers high interest books. Cesar Chavez Ravenswood Middle School offers its teaching staff professional support by having two teachers on special assignment, these TOSA's help with coaching any teacher that is interested in getting extra support. The Tosa's also work with small groups of students.

Last updated: 1/14/2021

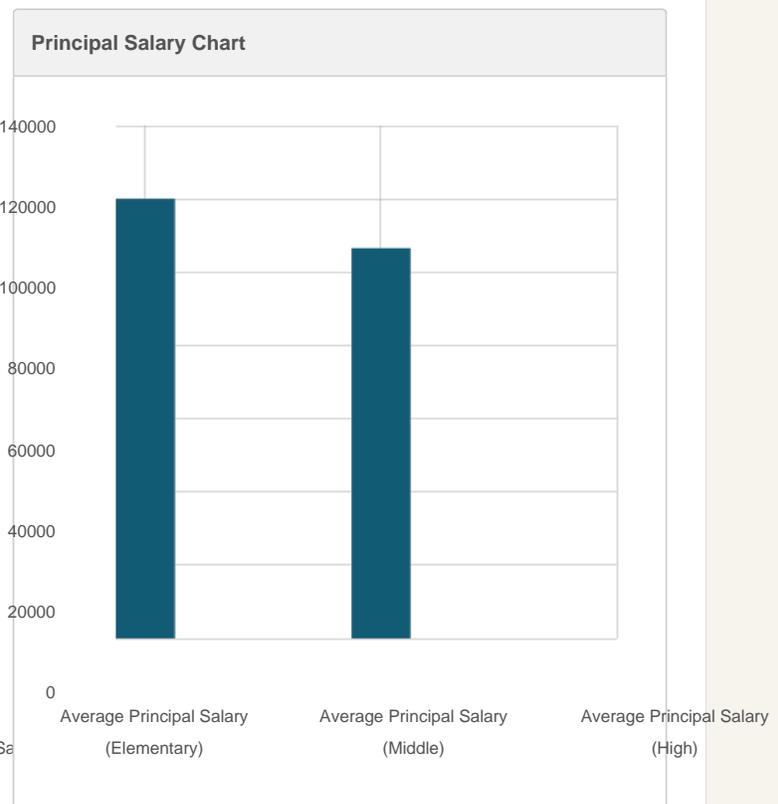
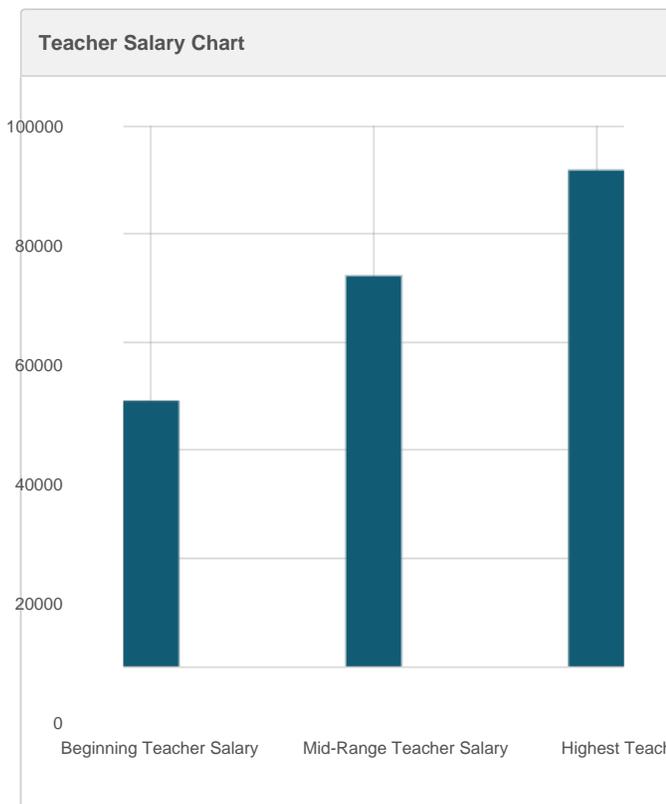
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,121	\$50,574
Mid-Range Teacher Salary	\$72,225	\$76,649
Highest Teacher Salary	\$91,770	\$98,993
Average Principal Salary (Elementary)	\$120,016	\$125,150
Average Principal Salary (Middle)	\$106,553	\$129,394
Average Principal Salary (High)	\$	\$122,053
Superintendent Salary	\$170,000	\$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%



Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,121	\$50,574
Mid-Range Teacher Salary	\$72,225	\$76,649
Highest Teacher Salary	\$91,770	\$98,993
Average Principal Salary (Elementary)	\$120,016	\$125,150
Average Principal Salary (Middle)	\$106,553	\$129,394
Average Principal Salary (High)	\$	\$122,053
Superintendent Salary	\$170,000	\$193,925
Percent of Budget for Teacher Salaries	25.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	6.00%

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



Last updated: 1/7/2021

Professional Development

This year professional development consists of 15 partial days and 4 full days. Students have a “minimum day” on Wednesday each week, with this time being used for PD and available for staff prep/collaboration on alternating weeks.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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