Ravenswood Middle

School Accountability Report Card
Reported Using Data from the 2018—19 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ms. Amanda Kemp, Principal

📍 Principal, Ravenswood Middle

About Our School

Welcome to Ravenswood Middle School where we are partners in the success of our students! At 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 RMS 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 Ravenwood Middle School. We are partners in the success of our students!

At 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. 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 RMS 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.

It is a privilege for me, as the Ra

Contact

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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Ravenswood City Elementary
Phone Number	(650) 329-2800
Superintendent	Gina Sudaria
Email Address	gsudaria@ravenswoodschools.org
Website	www.ravenswoodschools.org

School Contact Information (School Year 2019—20)	
School Name	Ravenswood Middle
Street	2450 Ralmar St.
City, State, Zip	East Palo Alto, Ca, 94303-1040
Phone Number	650-329-2828
Principal	Ms. Amanda Kemp, Principal
Email Address	akemp@ravenswoodschools.org
Website	www.ravenswoodschools.org
County-District-School (CDS) Code	41689990136093

Last updated: 12/27/2019

School Description and Mission Statement (School Year 2019—20)

Ravenswood Middle School is found in East Palo Alto. This is our firs year housing 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 experiential learning at each grade. Our sixth grade attends outdoor education, seventh grade is heading to Yosemite, and eighth grade will be exploring history in Washington DC. It is important to us to expand student horizons so they can see all options for their future.

Vision:
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 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: 12/27/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	220
Grade 7	259
Total Enrollment	479
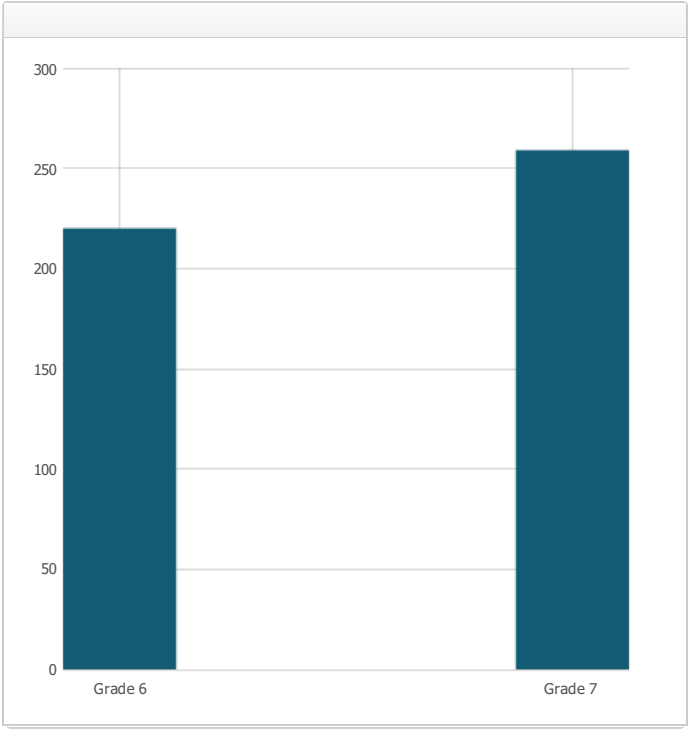
Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.50 %
American Indian or Alaska Native	0.20 %
Asian	0.60 %
Filipino	%
Hispanic or Latino	78.50 %
Native Hawaiian or Pacific Islander	12.70 %
White	%
Two or More Races	1.50 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.90 %
English Learners	53.00 %
Students with Disabilities	15.20 %
Foster Youth	0.40 %
Homeless	47.90 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	21	25	110
Without Full Credential	5	10	6	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
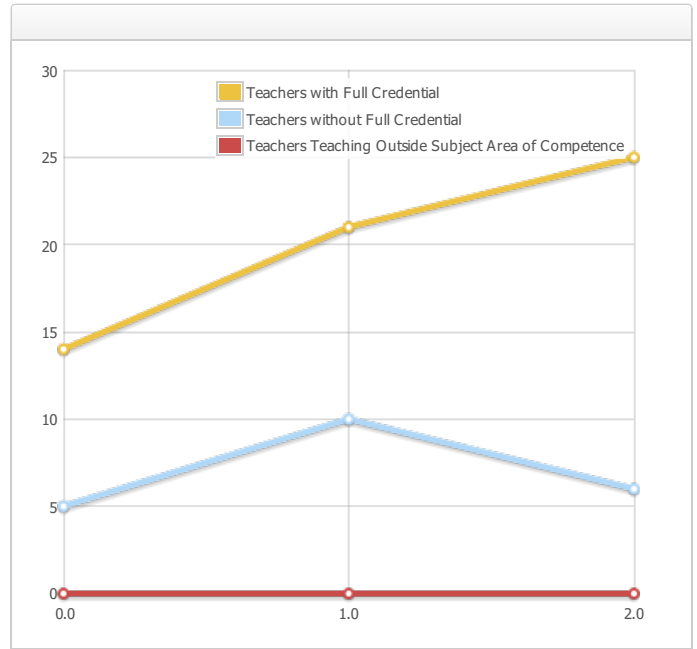
Last updated: 1/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
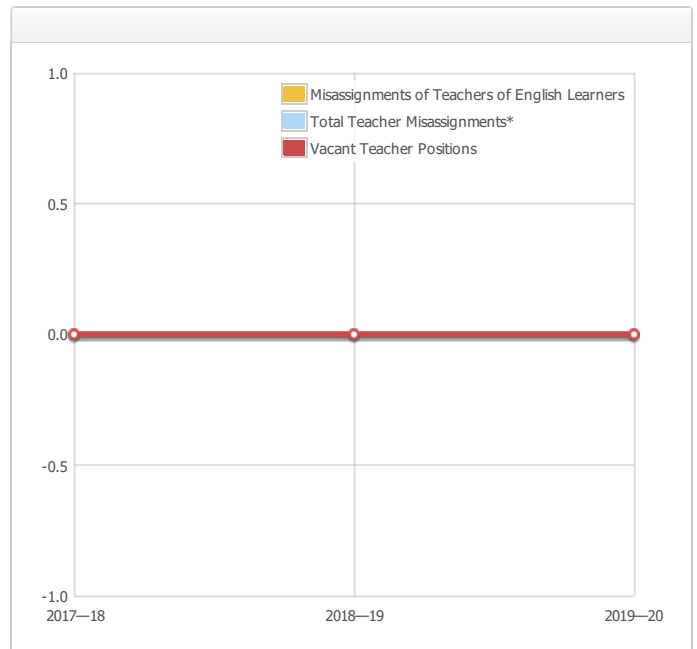
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts: Summit Learning 6, 7, 8 2019 English Language Development: McGraw Hill, "StudySync," 2016	Yes	0.00 %
Mathematics	Summit Learning Mathematics 6, 7, 8 2019	Yes	0.00 %
Science	Summit Learning Science 6, 7, 8 2019	Yes	0.00 %
History-Social Science	Summit Learning History 6, 7, 8 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 %

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

Last updated: 1/13/2020

School Facility Conditions and Planned Improvements

Over the years, this facility has undergone numerous changes and incarnations. Most recently, this facility was home to Cesar Chavez and Green Oaks Academy. The beginning of this school year saw the District moving to a TK-5 model for elementary schools, while moving students in grades 6, 7 and 8 to this facility, which now operates under the name of Ravenswood Middle School. At the same time, a major bond-funded renovation and remodeling of the facility was started and is projected to last into next school year. Accordingly, as construction and renovations projects are still occurring, not all the classrooms are fully operational or being used by students. At the present time, new wiring for internet and AC is being installed and wires hanging from ceilings and walls are visible in most classrooms. The rooms and wings that have been renovated look very nice and represent state of the art learning spaces. These rooms and their interior and exterior walls have been painted and new windows and roofs have been installed. New sidewalks will be installed shortly. Very large and up to date science labs are included as part of the plan. (Wings 10-30). Some classes are still being held in portables and in the old Cesar Chavez wing (Wings 50-90). There is a new Principal, although she is not new to the District, and new co administrators. There is also a new person in charge of District-wide Maintenance, Operations and Transportation, replacing the person who recently retired. While new to this position, she is not new to the District, having served RSD as both a teacher and site administrator. The MOT Coordinator and a District Facilities employee walked with us during the evaluation and accordingly, are up to date on the issues we uncovered and the repairs that need to be made. Unsecured book cases which have been an issue in the past were not an issue this time. Light outs in rooms, insufficient water pressure, loose ceiling tiles, corroded bathroom stalls are all issues that can be easily remedied with ongoing communication and policies and procedures put in place to address and fix these issues on a daily basis as they are occur, in order to reduce the need for work orders. It is a very large campus and we were told that janitorial support services during the day and evening are not sufficient. The District is encouraged to research to viability of added additional school site custodial resources in order to keep clean what has become a very large financial investment.

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE= 96.17%

SCHOOL RATING= GOOD

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 11: Currently used as storage had items blocking HVAC vent not allowing 3' clearnace, items were moved away.
Interior: Interior Surfaces	Good	Gym: Numerous tiles missing. Maintenance has repaired/replaced. Room 84: several sagging ceiling tiles. Maintenance to replace.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	none noted
Electrical: Electrical	Fair	Room 13: one light is out. Maintenance replaced. Room 15: one light is out. Maintenance replaced. Room 34: one light is out. Maintenance replaced. Gym: Several lights out. Maitenance to replace. Room 50: one light is out. Maintenance replaced. Staff Lounge: one light is out. Maintenance replaced. Room 53: one light is out. Maintenance replaced. Room 67: two lights are out. Maintenance replaced. Room 86: Power cord is a tripping hazard. Maintenance to secure by providing a cable protector. Room 87: Power cord is a tripping hazard. Maintenance to secure by providing a cable protector. Room 91: Room 53: one light is out. Maintenance replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Girls restroom by 14: Door latch on one stall is broken, soap dispenser is broken, top handle on sing is missing (out of order). Maintenance to repair. Boys restroom by 14: Door latch in stall is broken, last urinal flushes slow. Hole in wall need to be repaired. Maintenance to repair.

Cafeteria: Water fountain needs to be cleaned. Custodian instructed to clean it thoroughly.

Girls restroom by Cafeteria: sanitary napkin disposal box lid is broken. Maintenance to replace.

Outside water fountain: Tall fountain is slow to drain and water pressure is too low, not usable. District to evaluate replacing. Working water fountain inside cafeteria.

Gym: Water dispenser needs filter change, warning red light is on. Filter was changed by maintenance.

Womens Staff bathroom: Sanitary napking disposal box, needs to be mounted on wall or stall. Mantenance to repair.

Boys restroom by 67: one water faucet not working. Maintenance to repair.

Room 66: Top of drinking fountain is missing, low water pressure. Maintenance to repair.

Room 73: drinking fountain has low water pressure. Maintenance to repair.

Girls restroom by 76: Latch on stall door is broken, water faucet runs too long. Maintenance to repair.

Room 84: water faucet runs too long, pressure to be adjusted. Maintenance to repair.

Room 96: drinking fountain has low water pressure. Maintenance to repair.

Safety: Fire Safety, Hazardous Materials	Good	Room 86: storage too high, not allowing 18" clearance from ceiling. Items removed. Room 91: storage too high, not allowing 18" clearance from ceiling. Items removed.
Structural: Structural Damage, Roofs	Good	no items noted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room E-1: currently used as storage. There is large holes in asphalt at the landing of ramp leading to entrance. Contractor in process of repair to DSA standards.

Overall Facility Rate

Year and month of the most recent FIT report: September 2019

Overall Rating	Good

Last updated: 1/10/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	16.0%	24.0%	18.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	4.0%	7.0%	15.0%	12.0%	38.0%	39.0%

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: 1/4/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	484	464	95.87%	4.13%	15.98%
Male	243	229	94.24%	5.76%	15.72%
Female	241	235	97.51%	2.49%	16.24%
Black or African American	30	29	96.67%	3.33%	20.69%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	378	359	94.97%	5.03%	15.60%
Native Hawaiian or Pacific Islander	57	57	100.00%	0.00%	12.28%
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	446	428	95.96%	4.04%	15.69%
English Learners	351	337	96.01%	3.99%	12.50%
Students with Disabilities	76	70	92.11%	7.89%	4.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	241	230	95.4%	4.6%	14.35%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/4/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	483	470	97.31%	2.69%	6.65%
Male	243	232	95.47%	4.53%	7.76%
Female	240	238	99.17%	0.83%	5.56%
Black or African American	30	30	100.00%	0.00%	3.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	378	365	96.56%	3.44%	6.93%
Native Hawaiian or Pacific Islander	57	57	100.00%	0.00%	8.77%
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	445	432	97.08%	2.92%	6.78%
English Learners	350	341	97.43%	2.57%	5.92%
Students with Disabilities	76	69	90.79%	9.21%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	241	237	98.3%	1.7%	5.91%

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/4/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: 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.

Last updated: 1/4/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/13/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2018—19)

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	14.00%	7.00%	7.00%

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.

Last updated: 1/4/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

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 welcome bar-b-que and La Posada. 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 RMS 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. 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.

State Priority: Pupil Engagement
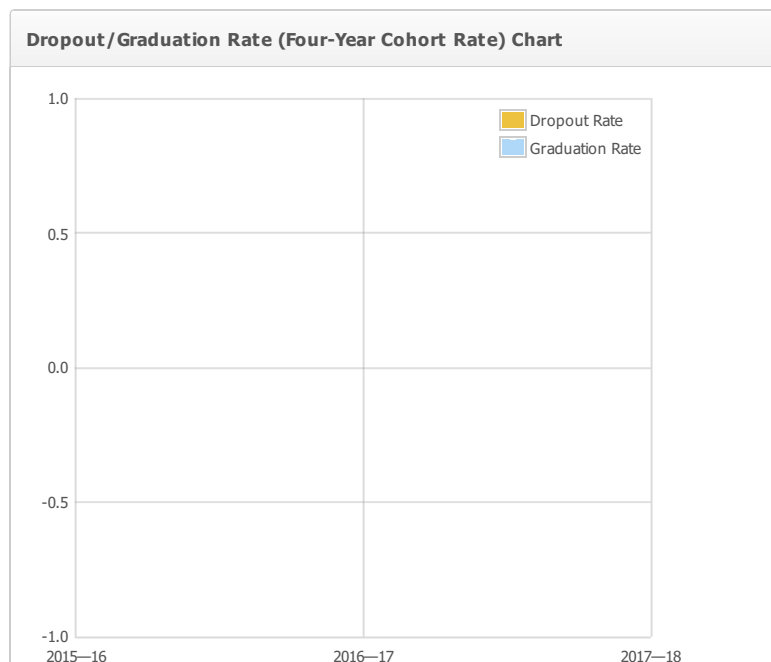
Last updated: 12/27/2019

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	10.80%	19.40%	9.10%	9.60%
Graduation Rate	--	--	67.60%	75.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/27/2019

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	11.90%	2.10%	5.50%	3.80%	3.40%	3.60%	3.50%	3.50%
Expulsions	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

School Safety Plan (School Year 2019—20)

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 RMS Student News. Our school works closely with the East Palo Alto Police Department and Menlo Park Fire Department.

Last updated: 12/27/2019

D. Other SARC Information

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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.08		12	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	18.33		12	
Other**	22.00		12	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

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

* 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 2017—18)

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		

* 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—19)

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.

Last updated: 1/8/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.14

*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.
**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.14
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.50
Social Worker	
Nurse	0.27
Speech/Language/Hearing Specialist	0.33
Resource Specialist (non-teaching)	
Other	

*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: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8632.00	$2214.00	$6418.00	$62845.00
District	N/A	N/A	$9229.00	$69622.00
Percent Difference – School Site and District	N/A	N/A	-40.38%	-10.23%
State	N/A	N/A	$7506.64	$77619.00
Percent Difference – School Site and State	N/A	N/A	-15.63%	-21.04%

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

Last updated: 1/13/2020

## Types of Services Funded (Fiscal Year 2018—19)

All students at 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. Ravenswood Middle School offers integrated services for students who qualify for special education. RMS provides safety services via three yard duties and campus relations coordinators. The campus relations coordinator also provides support in organizing sports tournaments during lunch. RMS 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. 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: 12/27/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,158	$49,378
Mid-Range Teacher Salary	$70,809	$77,190
Highest Teacher Salary	$89,971	$96,607
Average Principal Salary (Elementary)	$116,715	$122,074
Average Principal Salary (Middle)	$116,715	$126,560
Average Principal Salary (High)	$	$126,920
Superintendent Salary	$192,814	$189,346
Percent of Budget for Teacher Salaries	27.00%	36.00%
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/ .

Teacher Salary Chart

Principal Salary Chart
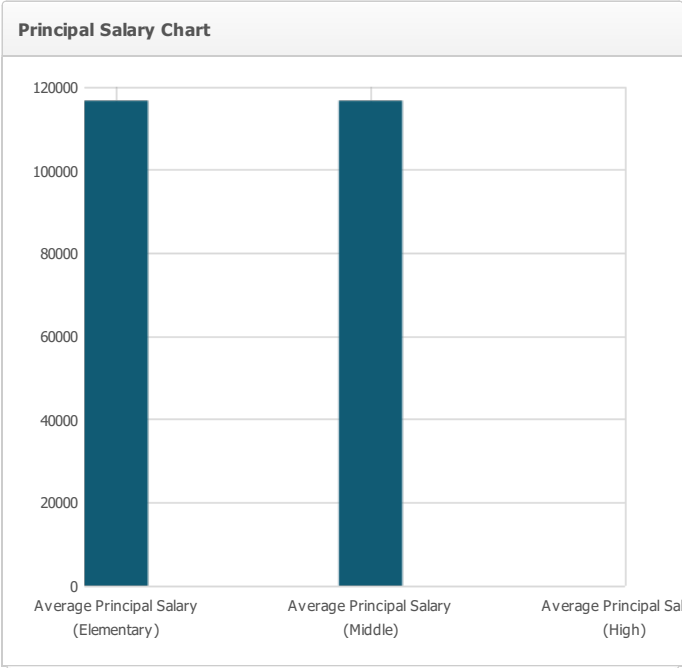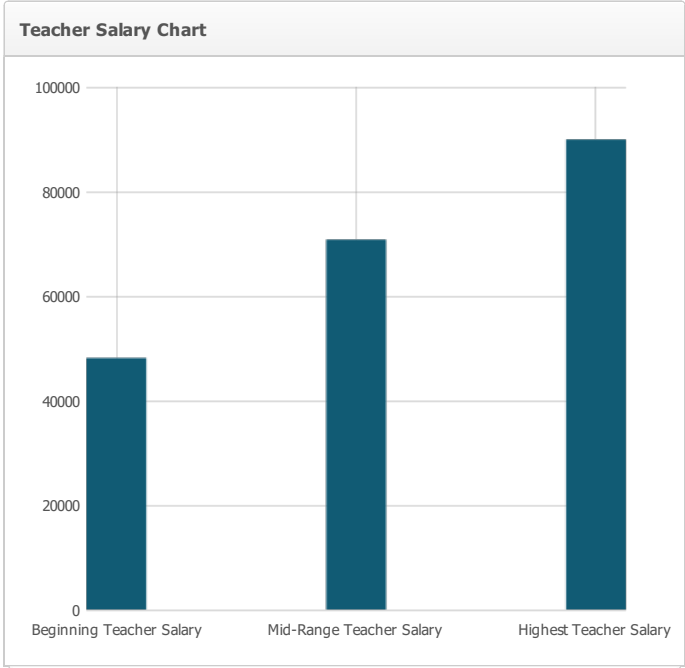
Last updated: 1/6/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/27/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	8.3	8.3	8.3