



# El Capitan Middle School

4443 W. Weldon Ave. • Fresno, CA 93722 • (559) 276-5270 • Grades 7-8

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Central Unified School District

4605 North Polk Ave.  
Fresno, CA 93722  
(559) 274-4700  
www.centralunified.org

#### District Governing Board

Mr. Jason R. Paul, Area 1  
Ms. Yesenia Z. Carrillo, Area 2  
Mr. Phillip Cervantes, Area 3  
Mr. Richard Atkins, Area 4  
Mr. Richard A. Solis, Area 5  
Mrs. Terry Cox, Area 6  
Mr. Naindeep Singh Chann, Area 7

#### District Administration

Andrew G. Avalrado  
**Superintendent**  
Mr. Kelly Porterfield  
**Assistant Superintendent, Chief  
Business Officer**  
Mrs. Ketti Davis  
**Assistant Superintendent,  
Educational Services**  
Mr. Jack Kelejjan  
**Assistant Superintendent, Human  
Resources**  
Mrs. Andrea Valadez  
**Administrator, Special Education &  
Support Service**  
Mr. Paul Birrell  
**Director, 7-12 & Adult Education**  
Dr. Tami Boatright  
**Director, K-8 Education**

### School Description

During the 2009-2010 school year Central Unified School District adopted the Guiding Principles. They include the following statements:

**BELIEF: EVERY STUDENT CAN LEARN**

**VISION: EVERY STUDENT PREPARED FOR SUCCESS IN COLLEGE, CAREER AND COMMUNITY.**

**MISSION: EVERY STUDENT ENGAGED IN RIGOROUS, RELEVANT, STANDARDS-BASED INSTRUCTION IN EVERY**

**CLASSROOM EVERY DAY TO ENSURE STUDENT LEARNING.**

**CORE VALUES: CHARACTER, LEADERSHIP, INNOVATION AND CONTINUOUS IMPROVEMENT.**

At El Capitan Middle School we are working together to build a culture where the behaviors of the adults are a direct reflection of the beliefs communicated in the Guiding Principles. We seek to make El Capitan a place where Eagles SOAR every day.

El Capitan Middle School is the original middle school but is now one of three in Central Unified School District. The district is located west of highway 99. It encompasses the majority of the area between Jensen avenue to the south and the San Joaquin River to the north. The district to the immediate west is Kerman Unified.

At El Capitan, we have high expectations for students behavior. We are in a restart implementation of a Positive Behavior Intervention Support (PBIS). "Eagle Up!" is the theme for El Capitan this year. We believe in the campus wide expectation of SOAR: Safety, Obligation, Achievement, and Respect. Students are asked to identify what success looks like. In Homeroom/Advisory, students receive video instruction of our expectation matrix identifying what SOAR looks like in different venues of the school and community. Videos are created by their peers in our Broadcasting class and appear every day except Wednesdays. These expectations have been taught and are revisited throughout the year, in assemblies, during class and during morning announcements. Students set goals and work as teams to improve the culture of El Capitan and build an expectation for success. Teachers work in differentiated teams to foster an educational program for all students in their area of need.

According to the 2018-19 initial reports, 87% of El Capitan's students qualify for free-and-reduced lunch. Our student population is comprised of 748 students. El Capitan has an ethnic make-up of approximately 71.83% Hispanic, 11.75% Asian, 6.94% African American, 6.28% Caucasian, and 3.2% other. Currently, 76.62% of our students are considered Socio-Economically Disadvantaged. And, 24% have been or are currently part of our English Language Development program.

El Capitan offers designated classes for students with special needs. These classes vary in how the students are clustered, the manner in which they are instructed and assessed as well as the instructional support provided. The special needs groups include the following: GATE, Special Education, AVID and ELD.

El Capitan staff is comprised of 39 credentialed teachers, a credentialed teacher librarian, a principal, 1 vice principal, 1 instructional coach, a GIA (guidance instructional advisor), a nurse and health aide, an office manager, 3.3 clerical staff, a plant manager, 2 campus safety-liaison, a psychologist, a counselor, a technology aide, and a Library Media Tech. Central Unified contracts with Fresno Police Department to provide a School Resource Officer stationed at El Capitan and Pathway/Pershing as needed. 1.5 bilingual aides and 6 special education aides assist teachers in the classroom. El Capitan After-School Program, contracted with the county office of education, provides a quality after-school program for approximately 240 students. Additionally, El Capitan is encouraging a supportive Parent Teacher Association, a School Site Council, and English Learner Advisory Committee.

The focus for staff development is on higher level questioning strategies and practices. Teachers and administrators have identified a need to increase the level of rigor and expectations of student discourse. Professional development will focus on providing examples of effective practices and will be followed by drop-ins geared toward seeing evidence of training to practice.

All students are encouraged and have the opportunity to participate in clubs, leadership and student senate, dances, and an organized sports program. Well-balanced electives offer students the opportunity to experience a variety of elective classes related to the arts (art, music appreciation, and band), technical courses (visual arts, home economics, and video production) and career related (cross-age tutors, teacher assistants, wood shop, and industrial arts). Additional opportunities are provided through the after school program such as video production, cheer leading, drum line, art, dance and drama productions. Once every three weeks, students who are academically and behaviorally eligible are allowed a 45-minute period to experience an extension activity through our Flight School program. Activities include photography, aerodynamics, skateboard building, novel writing, etc.

Every year in May, El Capitan parents and community members assemble to participate as adjudicators in Portfolio Presentations. During these events, 8th grade students present to community members the portfolio of the middle-school work of which they are most proud. Students are "interviewed" by the community members and are expected to dress-for-success. The overwhelming response each year by the community members is how impressed they are with the articulate, mature, and knowledgeable 8th-graders they have come to know. Students now produce fully digital portfolios with an emphasis on career development.

Our students have a rich tradition of supporting our community by participating in projects like Healthy Living Project, Holiday Joy, Toys for Tots, and Fresno Bee's Kid's Day.

Each year El Capitan hosts the 6th-grade from every feeder school on campus for one morning. Students are treated to a presentation of what middle school is like, meet leadership students, and tour classes and the campus in an effort to ease potential concerns about their transition to middle-school. Seventh-grade parents are invited to fall, spring, and first day parent orientations where they are provided the opportunity to ask questions and clarify concerns, again in an effort to ease their own potential concerns about their child's transition to middle school. The GIA then visits each school during the months of January and February to deliver preregistration materials to every class of 6th-grade students.

Every spring Central High School staff members visit our campus and deliver pre-registration presentations and materials to our 8th-grade students. Articulation occurs between the administration of both schools to make seamless the transition of all of our students and especially students who have been identified as high-priority students throughout their two-year middle-school experience.

Our mission states that working in partnership, El Capitan's students, parents, teachers and staff provide each child with appropriate educational programs in a healthy, nurturing and stimulating environment. Our goal is that all students experience success and gain the skills necessary to be lifelong learners and productive citizens.

## About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	370
Grade 8	342
<b>Total Enrollment</b>	<b>712</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.4
Asian	13.3
Filipino	1.3
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.6
White	6.5
Socioeconomically Disadvantaged	79.4
English Learners	11.7
Students with Disabilities	11.0
Foster Youth	0.7

## 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			
El Capitan Middle School	16-17	17-18	18-19
<b>With Full Credential</b>	25	27	31
<b>Without Full Credential</b>	2	2	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Central Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	727
<b>Without Full Credential</b>	♦	♦	20
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Capitan Middle School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

All textbooks are adopted from the most recent state-approved and local governing board approved list. The textbooks are consistent with the content and cycles of the curriculum frameworks which are adopted by the SBE. Every student, including English learners, has a textbook assigned to him/her for home use throughout the year. Classroom sets of books are available for classroom use so students are not required to carry books to and from school.

Textbooks are selected with input from all stakeholders during district-sponsored textbook selection committees.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Amplify (7-8) Adopted 2016-17</p> <p>ELD Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Amplify ELD component Adopted 2018-19</p> <p>Houghton Mifflin Access, 6-8 Adopted 2004-05</p> <p>Pearson Unit Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015</p> <p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p>Houghton Mifflin Access Math: Building Literacy through Learning Adopted 2004-05</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Holt - Physical Science (Grade 8) Adopted 2007-2008</p> <p>Holt - Life Science (Grade 7) Adopted 2007-2008</p> <p>Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05</p> <p>Sexual Health Education, Supplementary Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	National Geographic World History- Medieval and Early Modern Times - Student Edition (Grade 7) Adopted 2018-19  National Geographic U S History - American Stories Beginning To World War I - Student Edition (Grade 8) Adopted 2018-19  Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	EMC Paradigm- Accion (Adopted 05-06) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

El Capitan sits on 16 acres and 74,794 square feet. It contains 38 classrooms at 48,520 sq ft, and 8 restrooms at 1,633 sq ft. The oldest main building was built in 1960. The current enrollment is 715. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At El Capitan Middle School, repairs completed or planned include repair of interior surfaces (ceiling tiles, floor tiles, boys locker room, formica, wallpaper, and light ballasts), electrical (ethernet cover, surge protectors), safety (emergency exit light, fire extinguisher). The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

### 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	28.0	29.0	40.0	44.0	48.0	50.0
Math	20.0	20.0	28.0	31.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.0	21.5	24.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	655	647	98.78	28.59
<b>Male</b>	340	333	97.94	22.82
<b>Female</b>	315	314	99.68	34.71
<b>Black or African American</b>	43	43	100.00	18.60
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	91	87	95.60	44.83
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	450	447	99.33	25.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	47	47	100.00	27.66
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	523	518	99.04	26.64
<b>English Learners</b>	150	145	96.67	11.03
<b>Students with Disabilities</b>	51	51	100.00	7.84
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	658	652	99.09	19.63
Male	342	338	98.83	20.71
Female	316	314	99.37	18.47
Black or African American	43	43	100	6.98
American Indian or Alaska Native	--	--	--	--
Asian	91	90	98.9	28.89
Filipino	--	--	--	--
Hispanic or Latino	452	449	99.34	17.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	25.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	525	520	99.05	16.35
English Learners	150	149	99.33	8.05
Students with Disabilities	53	51	96.23	3.92
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

## 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 2018-19)

El Capitan Middle School provides a number of opportunities for parents and the community to become involved at our school. These activities and committees include the following: 1) Invite all parents to all parent meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and District ELAC; 2) Invite parents to students' performances and awards ceremonies, which include athletic, fine arts and academic achievement; 3) Invite all parents to visit the school anytime; 4) Provide home communication in primary language when possible; 5) Provide communication in a variety of forms: 2 formal opportunities to parent-teacher conference, agenda, phone dialers, web-site postings, digital calendar on the web-site, and communications from teachers; 6) Make personal phone calls for meeting reminders; 7) Provide translators at all school meetings, when needed; 8) Respond to suggestions from parents, addressed either orally or written, in a timely manner; 9) Invite parent attendance and/or participation during Back-to-School Night, Open House, History Day, and Portfolio Days; 10) Provide parent support groups monthly with topics related to helping parents deal with the struggles of raising a family.

Bi-Monthly ELAC & SSC meetings provide an opportunity for parents to discuss their ideas, receive information, maintain high expectations, and focus on a common vision for the school. We also offer Parent Education Classes through the Fresno County Superintendent of Schools (FCS) to help parents with areas such as technology, nutrition, and assisting their students academically. A Home-School Compact is reviewed every year. The compact, which is signed by the principal, teacher, student and parent, highlights the importance of the educational experience to each student and reviews the roles/responsibilities of teachers, students and parents. Our teachers communicate with parents regarding their child by email, telephone, weekly progress reports (when requested), positive post cards, use of agenda and parent-teacher conferences. Our EL, Special Education, and other support staff make personal phone contacts, hold many parents/teacher conferences, and home visits to provide parents with information in their primary language and to encourage their involvement by helping them understand how to access and become involved in our school. Additional input from parents and community members is also sought at monthly meetings held with parent outreach programs. Active committees provide a regular opportunity for input and exchange of information that can directly effect policy decisions.

Parent Involvement Contact Person Name: Jeff Wimp, [jwimp@centralusd.k12.ca.us](mailto:jwimp@centralusd.k12.ca.us)  
 Parent Involvement Phone Number: (559) 276-5270

**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.

**School Safety Plan**

El Capitan's Site Emergency Response Plan contains school emergency procedures such as fire evacuation procedures, lock down procedures, earthquake and other emergency procedures. These drills are held on a regular monthly basis. Two-way radios have been provided to staff for communication. The Site Emergency Response Plan also contains four components that describe the physical school site, the school's population, school policies, and procedures. Prepared in compliance with Central Unified School District Governing Board Policy, the safety plan is devoted to the welfare and safety of the students of El Capitan during school hours and during after school activities. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. In the event of a major emergency, El Capitan will activate their "Incident Command System" procedures. The components are reviewed and updated by the staff and Safe School Committee on a yearly basis. The school works closely with the district to address policy and procedural issues in relationship to the site and district plan.

A video camera surveillance system is an effective deterrent to crime and vandalism on the campus. El Capitan employs one full time liaison who works closely with students and staff to improve the safety of our campus. El Capitan has developed a very close relationship with the Fresno Police Department. Also, officers from the Graffiti Enforcement Department have had a major impact in ridding the school and community of graffiti.

School safety plan was reviewed with faculty on 8-13-2018 and 8-27-2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	15.8	8.3	5.9
Expulsions Rate	0.9	0.5	1.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.60
Social Worker	0.11
Nurse	0.80
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	5.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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 Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	18.0	21.0	21.0	33	20	22	10	11	6	10	10	13
Mathematics	24.0	26.0	24.0	12	9	12	7	10	6	11	10	11
Science	27.0	31.0	29.0	6	3	4	8	7	8	10	13	12
Social Science	31.0	33.0	32.0	2		1	8	6	6	10	14	14

\* 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.

### Professional Development provided for Teachers

Beginning teachers receive training and support through the Induction Program. Teacher evaluation is viewed as a way to improve the instructional competence of teachers and enhance the curriculum. Probationary teachers are evaluated twice each year; tenured teachers once every other year. The district conducts an extensive in-service program for all teachers. Training is conducted by the FCOE, CUSD Educational Services, staff leaders and the principal. Selected staff is sent to in-services and conferences in their specialized subject areas. All teachers participated in district collaborative training. Staff is encouraged to take college method and curriculum courses and to be active in subject area professional organizations and activities, conferences and evaluations as a means to help this staff member improve his/her teaching performance.

Staff receives regular professional development with primary focus on: instructional strategies for English Learners, promoting student discourse with Academic Language, and developing higher level questioning strategies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

All Title I students have access to consolidated program funds regardless of race, ethnicity, religion, gender or socioeconomic status.

Programs do not isolate or segregate students. Students may be temporarily assigned to a two-period English core based upon the results of the Language! Placement test, which is a comprehensive diagnostic test. Students may be temporarily assigned to an "Inside" reading intervention or math intervention class based on most recent SBAC scores, common assessments, and/or benchmark data. Students are enrolled in the regular classroom or an elective when the diagnosed need has been alleviated.

English Language learners are enrolled in core academies to assist them with improvement of the following needs: acquisition of English language proficiency; proficiency in context-embedded subject areas like science and social studies; and proficiency in mathematics and mastery of basic math skills.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,986.48	\$140.52	\$4,845.96	\$69,017.37
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-62.1	-1.2
Percent Difference: School Site/ State			-81.8	-14.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Identified needs of English Language Learners will be met by the following:

- ELD and targeted support in CORE classes will focus on accelerated acquisition of English and the implementation of instructional strategies (i.e. Specially Designed Activities in English that help students become proficient in English).
- ELD teachers and content area teachers will be provided professional development on how to meet the needs of EL student.
- EL teachers will meet by department at least monthly to review data (benchmark, common assessments, student work, etc) for each student.
- EL teachers will meet with content area teachers at least monthly to review data (benchmark, ROLA, Language!Live, etc) for each EL or re-designated students.
- Students who are struggling in targeted areas will be recommended for targeted intervention (i.e.: after-school math tutorial, reading intervention, small-group instruction, one-on-one assistance, instructional technology, instructional aide.)
- Bilingual instructional aides will assist teachers in providing targeted instruction and assistance to English-Language Learners.
- At-risk EL students will receive academic counseling every other week until they improve academically.

Accelerated-student needs (including Title I) include the following:

- Challenging advanced learners
- Motivating advanced learners to perform at ability level

GATE and advanced students are enrolled in accelerated English, History, Math and Science courses. Teachers of accelerated learners are provided district support in understanding the unique learning needs of the accelerated learner.

Identified RSP and SDC students are provided a special education case manager who oversees the goals and educational plans that have been written in each student's Individualized Education Plan (IEP). Special education instructional aides assist in provided leveled, differentiated and targeted instruction under the direction of a credentialed teacher.

### **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.