

Glacier Point Middle School

4055 N. Bryan Ave. • Fresno, CA 93723 • (559) 276-3105 • 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.

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District Governing Board

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Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

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Support Service**

Mr. Paul Birrell

Director, 7-12 & Adult Education

Dr. Tami Boatright

Director, K-8 Education

MISSION:

Glacier Point Middle School is committed to engaging every student in a rigorous, relevant, standards based instruction in every classroom every day to ensure student learning.

VISION:

Glacier Point Middle School is dedicated to assuring that every student is prepared for success in college, career, and community.

Glacier Point Middle School is unique in that it has a large Title 1/EL student population.

The school's has four major school-wide goals relative its mission:

Goal 1: All students will meet standard or better in math and ELA (or will show one year's growth) with special focus on closing the gap for English Learners, students of poverty, and foster youth.

Goal 2: Students will be engaged in a safe, secure learning environment with positive behavior support systems allowing for a focus on preparing for college, career, and community.

Goal 3: Glacier Point will provide equity of access to educational opportunities and create an environment conducive to learning for all students.

Goal 4: Glacier Point will engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Progress indicators include Performance Task assessments and teacher generated common assessments, aligned to grade level standards. Scores will be housed in the district's Illuminate program that is to be updated regularly and shared with all staff during scheduled weekly PLC meetings for the purpose of monitoring and making the correct educational decisions for groupings, as well as establishing interventions for students not making adequate progress.

A significant percentage of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. These include: Students with Disabilities; At-Risk/Title I students; ELs; GATE students; and Migrant students. The school's academic focus for the 2018-19 academic school year continues to be on English Language Development (ELD) strategies, reading and writing across the curriculum, and Visible Learning strategies.

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	468
Grade 8	450
Total Enrollment	918

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.6
American Indian or Alaska Native	0.1
Asian	11.7
Filipino	0.7
Hispanic or Latino	63.0
Native Hawaiian or Pacific Islander	0.1
White	10.3
Socioeconomically Disadvantaged	82.4
English Learners	8.8
Students with Disabilities	10.1
Foster Youth	1.1

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			
Glacier Point Middle School	16-17	17-18	18-19
With Full Credential	35	39	42
Without Full Credential	1	2	5
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Glacier Point Middle School	16-17	17-18	18-19
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.

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

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC Paradigm- Accion (Adopted 05-06) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Site Acreage = 27

Building SF = 94,166

There are 32 classrooms; one multi-purpose room; one gymnasium. There four athletic fields, including two baseball and softball diamonds. Glacier Point has one computer lab, which has a broadcasting room connected to it. Glacier Point has a large library. The school campus is extremely clean and well kept up. There are two janitors in the daytime and three night custodians.

There are two full time student liaisons to support administration with student safety. A full time Intervention Specialist is employed and coordinates with administration and support staff weekly student behavioral analysis meetings for students needing additional support for improving behavior and academics. Glacier Point also contracts with California State University, Fresno Teaching Fellows to provide mentoring and tutoring for students identified at-risk academically.

Supervision is provided for students beginning at 7:15 AM. During school supervision is provided during break and lunch times. Student liaison provides additional supervision during class periods. After school, supervision provided by student liaisons and administration. 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 Glacier Point Middle School, repairs completed or planned include repair of interior surfaces (ceiling tiles, boys restroom, wall paper), electrical (electrical panel access, electrical covers, restrooms/fountains (soap dispensers, faucets). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/27/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/27/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	34.0	35.0	40.0	44.0	48.0	50.0
Math	19.0	19.0	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	19.2	20.5	24.4

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	870	858	98.62	35.05
Male	451	447	99.11	26.91
Female	419	411	98.09	43.90
Black or African American	99	98	98.99	19.59
American Indian or Alaska Native	--	--	--	--
Asian	106	106	100.00	54.72
Filipino	--	--	--	--
Hispanic or Latino	556	549	98.74	32.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	80	96.39	41.77
Two or More Races	14	14	100.00	57.14
Socioeconomically Disadvantaged	727	717	98.62	32.87
English Learners	168	168	100.00	17.86
Students with Disabilities	63	61	96.83	13.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	870	852	97.93	18.57
Male	451	443	98.23	17.65
Female	419	409	97.61	19.56
Black or African American	99	98	98.99	8.16
American Indian or Alaska Native	--	--	--	--
Asian	106	106	100	36.79
Filipino	--	--	--	--
Hispanic or Latino	556	545	98.02	14.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	78	93.98	33.33
Two or More Races	14	14	100	42.86
Socioeconomically Disadvantaged	727	714	98.21	16.69
English Learners	168	168	100	7.14
Students with Disabilities	62	58	93.55	3.51
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)

At this time, there are multiple avenues for parents to actively participate at Glacier Point Middle School.

At Glacier Point parent involvement consists of School Site Council, ELAC, Quarterly Principal Coffee Talks, PTA, Back to School Night, Title One meeting, Open House, Athlete Parent Nights, AVID parent night, Incoming 7th grade Parent Night, various sporting events and performing arts performances. Translation and interpretation services are provided.

Contact Person Name: Heather Kuyper-McKeithen, Principal; hkuyper@centralusd.k12.ca.us

Contact Person Phone Number: 559-276-3105

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

A Site Emergency Response Plan is in place and addresses the specific criteria of maintaining a safe school. The Site Emergency Response Plan was reviewed with staff and training sessions were conducted on September 12, 2018 and make up session on November 6, 2018. Bi-monthly safety scenarios are reviewed with staff during Professional Development meetings.

Our goal is to create a safe and orderly environment that is characterized by a climate of respect. We want to teach students to successfully relate to each other and to teachers and school staff in acceptable ways. Expectations about what is acceptable behavior are clearly stated, via our PBIS motto "PAWS" (P: Personal Best; A: Accept Responsibility; W: Wise Choice; S: Show Respect). In addition, consequences for unacceptable behavior are known and applied when appropriate using Restorative Practices.

Glacier Point Middle School has in existence and execution a school-safe plan and policies and procedures that address the "orderliness" of the school.

In addition, fire drills are conducted once a month; lock down/active shooter drills are conducted twice per semester, and earthquake drills are conducted once per semester. Two-way radios are provided as are surveillance cameras.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	12.6	14.4	19.5
Expulsions Rate	0.5	0.9	1.2
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)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.11
Nurse	0.60
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	4.00
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	26.0	22.0	23.0	18	24	23	5	10	5	25	14	20
Mathematics	29.0	29.0	29.0	6	6	6	15	12	12	13	14	14
Science	32.0	32.0	29.0	4	4	8	3	2	8	19	23	17
Social Science	31.0	32.0	33.0	4	4	4	4	6	1	19	18	23

* 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

Professional Development, via training on English Language Development (ELD) strategies, reading and writing across the curriculum, and Visible Learning strategies, is an essential component for assisting teachers in effectively integrating quality instructional practices in the classroom. Capacity building at Glacier Point will evolve around the practice of Professional Learning Communities. Professional Development time is also spent on Restorative Practices training.

Core department teachers receive two full days department planning to analyze, define, and create assessment calendars that address critical standards, pre-assessments, and post-assessments. Each core teacher also participated in Lesson Study where they co-planned, watched each other teach and revised the lesson.

At Glacier Point, teachers receive comprehensive training during our PD around creating clear Learning Outcomes and Criteria for Success as well as the expectation that the students are expected to read, write, speak and listen in every class every day. Glacier Point administration has provided a professional development calendar to address the explicit development of a bi-monthly Professional Learning Community. It is the expectation that assignments related to the professional development calendar are completed and practiced.

Professional Development occurs at least bi-monthly along via workshops, department training, and individual mentoring/coaching. Every teacher receives instructional feedback via administrative observations and evaluations. In addition, a full-time literacy instructional coach is provided for all teachers three days per week and a district math and a district science coach work with the math and science teachers at least one week per month.

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/.

Types of Services Funded

Study Hall with credentialed teachers and tutors
 Language! Live program for Reading Intervention and SDC English classes
 Instructional Coaches in math, science and ELA
 Thinkery personnel
 Academic Enrichment Center
 Intervention Specialist
 Core instructional planning days

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,342.90	\$140.17	\$5,202.72	\$72,447.14
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-55.6	3.6
Percent Difference: School Site/ State			-75.8	-9.5

* 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.