

# Herbert C. Green Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Herbert C. Green Middle School
Street	3781 Forni Road
City, State, Zip	Placerville, CA 95667
Phone Number	530.622.4668
Principal	Mary Beal
Email Address	mbeal@mlusd.net
Website	<a href="https://hg-mlusd-ca.schoolloop.com/">https://hg-mlusd-ca.schoolloop.com/</a>
County-District-School (CDS) Code	09-61929-6005615

Entity	Contact Information
<b>District Name</b>	Mother Lode Union School District
<b>Phone Number</b>	530.622.6464
<b>Superintendent</b>	Marcy M. Guthrie, Ed.D.
<b>Email Address</b>	mguthrie@mlusd.net
<b>Website</b>	www.mlusd.net

## School Description and Mission Statement (School Year 2019-20)

Herbert Green Middle School is located in Placerville, California, 32 miles east of Sacramento, in the beautiful foothills of the Sierra Nevada Mountain Range. We serve fifth, sixth, seventh, and eighth grade students in the Mother Lode Union School District. We are dedicated to creating a learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional growth, and use of technology. Herbert Green provides a high quality educational experience in conjunction with a collaborative learning partnership between parents, teacher and student. Our school community is involved and success oriented. Our educational programs are aligned with state and district standards and are designed to target specific needs of our school population. We have early release days to incorporate staff development so that our teachers work collaboratively to increase effective teaching practices to then increase student learning.

### Climate for Learning

Students at Herbert Green Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies via the website, mailers, e-mail, school messenger phone system (Parent Link), and the Parent Handbook with the school's policies distributed at the beginning of the year. Parents are able to view student grades online via the Aeries SIS Portal. Herbert Green Middle School has instituted a school-wide disciplinary program based on Positive Behaviors Interventions and Supports (PBIS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur. At Herbert Green we encourage our students to follow the Miner's Pride Expectations of Be Safe, Be Respectful, and Be Responsible. At Herbert Green, all students receive Social Emotional Learning through their zero period "Connections." Here, students and teachers build positive relationships with one another and address topics that are components of building a positive school climate. At Herbert Green Middle School we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students through an academic curriculum that requires them to apply skills and knowledge to meet the California State Standards (CCSS). Our intent is to build an academic foundation that will allow students to be successful in high school and beyond. The staff has fully implemented programs that are aligned with the CCSS. Included in the programs are comprehensive assessments and an accountability component. The results of all assessments will be used to identify areas of need to refine instruction. Herbert Green Middle School uses the following programs and practices to support our students with specific emphasis on our under-performing students.

- 5th-8th Grade academic supports during lunch
- After school tutoring for all grade levels.
- Moby Max- Remediation for students with failing grades assigned during extended holidays (Thanksgiving, Winter, Spring, and Summer Breaks)
- Reading Intervention Groups (Read Live) for below grade level readers 5th and 6th grade
- 5th and 6th Grade intervention/enrichment period built into the school day.
- Weekly math intervention in 5th grade
- Designated ELD class for 7th and 8th grade students
- Accelerated Reader - Reading comprehension program 5th-8th grade
- Enrichment elective for 7/8th grade focused on self-advocacy, goal setting, and strengthening academics
- Differentiation/remediation strategies within the regular instructional day

- Parent/Community volunteers
- LCAP Instructional Assistants (2)
- Learning Center classes for our Special Education Students

### **Extracurricular Activities**

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, sports, and programs include: Band, Drama, Oral Interpretation, Yearbook, Jazz Band, Walking Club, Student Council, Spanish, Reading Club, Spelling Bee, Hands-4-Hope Community Service Club, Native American Talking Circle, Flag Football, Boys and Girls Volleyball, Boys and Girls Basketball, Track and Field, Cross Country, and Wrestling. Various sports are offered through the El Dorado County Sports League.

### **Student Recognition**

The school recognizes and celebrates the achievements and successes of student and staff on a regular basis. Students are recognized for their achievements with the You Make a Difference Awards, Miner's Pride Cards, Student Recognition Postcards, Trimester Awards Assemblies, Major Awards Assembly, and Accelerated Reader Recognition events.

### **School Mission Statement**

To provide a safe and respectful environment which promotes academically excellent, responsible citizens, healthy behavior, with a desire for life-long learning.

### **School Vision**

Herbert Green Middle School is dedicated to creating a challenging learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional growth, and use of technology. We strive to maintain a safe, organized, enriched school climate where students have the freedom to think critically and creatively. We believe that all students can and want to learn and meet the expectations of the California Content Standards in all subject areas. Curriculum, instruction, and staff development to support and improve teaching and learning are based on current research and sound educational practice. Herbert Green Middle School is a place where students, staff, and parents are welcome, comfortable and treated with respect. We value the contributions of both parents and the community in the education of our students.

### **District Goals and Objectives**

Goal 1- Student Achievement and Success

Goal 2- Student Engagement and Support

Goal 3- Parent Engagement and Support

Goal 4- Staff Engagement and Support

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 5	105
Grade 6	112
Grade 7	131
Grade 8	120
Total Enrollment	468

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.8
Filipino	0.2
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.2
White	57.3
Two or More Races	4.3
Socioeconomically Disadvantaged	59.2
English Learners	13.9
Students with Disabilities	11.5
Foster Youth	1.1
Homeless	6.6

## 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	24.33	23.5	23.5	
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2018

Mother Lode Union Elementary held a public hearing on September 9th, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill- Wonders (5th only) Adopted 2016  McGraw Hill- Study Sync (6th-8th) Adopted 2016	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Pearson EnVisions Math (5th Only) Adopted 2014</p> <p>Big Ideas Math Course 1 (6th Grade) Adopted 2015</p> <p>Big Ideas Math Course 2 (7th Grade) Adopted 2015</p> <p>Big Ideas Math Accelerated (7th Grade) Adopted 2015</p> <p>Big Ideas Math Course 3 (8th Grade) Adopted 2015</p> <p>Pearson Algebra 1 Adopted 2015</p>	Yes	0.0%
<b>Science</b>	<p>Pearson/Scott Foresman Science (5th Grade) Adopted 2007</p> <p>Prentice Hall Earth Science (6th Grade) Adopted 2007</p> <p>Prentice Hall Life Science (7th Grade) Adopted 2007</p> <p>Prentice Hall Physical Science (8th Grade) Adopted 2007</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Pearson My World (5th Grade) Adopted 2019  Pearson My World: A World History (6th Grade) Adopted 2019  Cengage National Geographic World History (7th Grade) Adopted 2019  Cengage National Geographic US History: American Stories Adopted 2019	Yes	0.0%
<b>Foreign Language</b>	Prentice Hall Realidades Spanish A, Spanish B Adopted 2015	Yes	0.0%
<b>Health</b>	Positive Prevention Plus Adopted 2016	Yes	0.0%

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

Herbert C. Green Middle was originally constructed in 1960, updated in the 1980s, and modernized in 2001, with additional improvements made in 2018. The campus is comprised of 19 permanent classrooms, nine portables, one gym, one multipurpose room, one library, one staff lounge, two computer labs, and one playground. The chart displays the most recent facilities inspection.

#### Cleaning Process

The Principal and CBO work daily with the staff of three custodians (two full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 7/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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.

### 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)	47	42	45	41	50	50
Mathematics (grades 3-8 and 11)	36	33	36	36	38	39

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 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	472	463	98.09	1.91	41.90
Male	236	231	97.88	2.12	37.23
Female	236	232	98.31	1.69	46.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	166	161	96.99	3.01	32.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	267	263	98.50	1.50	49.81
Two or More Races	20	20	100.00	0.00	25.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	276	271	98.19	1.81	28.78
<b>English Learners</b>	95	91	95.79	4.21	16.48
<b>Students with Disabilities</b>	58	57	98.28	1.72	8.77
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	42	38	90.48	9.52	21.05

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.

### 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
<b>All Students</b>	473	467	98.73	1.27	33.19
<b>Male</b>	237	234	98.73	1.27	32.05
<b>Female</b>	236	233	98.73	1.27	34.33
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	14	14	100.00	0.00	21.43
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	166	165	99.40	0.60	23.64
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	268	263	98.13	1.87	41.44
<b>Two or More Races</b>	20	20	100.00	0.00	20.00
<b>Socioeconomically Disadvantaged</b>	276	275	99.64	0.36	24.36
<b>English Learners</b>	95	95	100.00	0.00	18.95
<b>Students with Disabilities</b>	58	56	96.55	3.45	8.93
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	42	41	97.62	2.38	14.63

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### 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.

### 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 areas 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
5	17.6	35.3	25.5
7	18.1	31.5	36.2

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.

## 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)

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Herbert Green Middle School recognizes that home involvement is a fundamental force in the development of our students both academically and emotionally. Herbert Green is committed to forging partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement. Herbert Green holds parent/teacher conferences on two separate occasions during the school year and throughout the year as needed. Communication is frequently done by our ParentLink system, bi-monthly newsletters, and through the school website. Parents can see individual grades, report cards, and attendance through Aeries SIS. The school also benefits from several community partnerships, including Big Brothers and Big Sisters, Placerville Parks and Recreation, Indian Education Alliance, the Boys and Girls Club, Hands-4-Hope, and the Center For Violence-Free Relationships. Herbert Green Middle School is fortunate to have a very supportive parent and community group. The Herbert Green Boosters and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities: Parent Club, School Site Council, Representation on District Committees (Budget Committee, Technology Committee, Local Control Accountability Committee, etc.)

Student Support Activities: Classroom Support, Field Trip Chaperons, Intel PC Pals, Promotion Activities, Student Activity Days, etc.

Fund Raising Activities: Cookie Dough Sales, Dine Out Coordination, E-scrip, Jog-A-Thon, etc.

Other Activities: Assemblies, Back To School Night, Dances, Open House, etc.

It is the goal of Herbert Green to make the connections between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being. To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Herbert Green Middle School shall:

I.) Take the following actions to involve parents in the joint development and joint agreement of its School Plan for Student Achievement:

- a. Input gathered from meetings and surveys (CA Healthy Kids Survey, District Parent Survey)
- b. Meetings throughout the year to discuss and build consensus (Site Council and Herbert Green Parent Club)
- c. Once the final draft is School Site Council adopted and board approved, it will be posted on the school website
- d. Assess and share data from various surveys and assessments
- e. Set goals based on data
- f. Distribute plan
- g. Monitor the plan throughout the year at School Site Council meetings

II.) Take the following actions to involve parents in the process of school review and improvement:

- a. Analyze our school academic performance data with School Site Council
- b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis

III.) Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet:

- a. At Back to School Night parents will receive information regarding the standards along with an explanation of assessments used
- b. Parent conferences will be held formally twice a year to review and discuss student progress towards standards for those students not meeting standards or by parent request
- c. A link to the California Department of Education website may be accessed through our school's website
- d. Parents will receive progress reports a minimum of 3 times per year and report cards 3 times per year detailing student progress and regular grade updates through the online grading program
- e. Parents receive information on how to access their students grades throughout the school year via Aeries, our Student Information System.

IV.) Herbert Green will coordinate strategies with the feeder elementary school (Indian Creek Elementary) to address transition needs by:

- a. Use of data sheets for 4th grade students feeding into middle school
- b. Placement test results shared
- c. At-risk lists generated by Indian Creek and shared with Herbert Green

V.) Herbert Green will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:

- a. The school will review school data at School Site Council meetings and Parent Club meetings in which all are invited to attend - topics will include CAASPP results, sub-group data, and interventions currently in place
- b. All parents will receive a letter mailed to their home informing them of their child's results on the annual CAASPP test
- c. The School Accountability Report Card and the School Plan for Student Achievement will be issued and analyzed annually to convey progress toward goals

VI.) Herbert Green will educate its teachers and other staff on how to communicate with and work with parents as partners:

- a. Parent Link will be used to inform parents of important school information - messages will be translated when possible
- b. The school will provide bi-monthly newsletters to parents in English and in Spanish.
- c. Teachers will reach out to parents to gain parent involvement

### **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
<b>Suspensions</b>	8.5	11.3	19.2	4.8	6.4	9.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.2	0.8	0.0	0.1	0.4	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The school provides a safe, clean environment for students, staff, and volunteers. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown, and evacuation drills are held regularly throughout the school year. The Comprehensive School Site Safety Plan was reviewed and updated during the 2018-19 school year. Revisions were communicated to both classified and certificated staff. The school's emergency preparedness plan includes steps for ensuring student and staff safety during a lockdown or evacuation. Students are supervised before and after school by classified and certificated staff. Students are supervised during lunch by classified staff. There is a designated area for student drop off and pick up. Visitors must sign-in at the main office and wear a badge while on campus. 1 full-time campus monitors are also employed to assist with the student supervision and campus safety. Emergency response packets detailing what to do in an emergency are available and visible in all classrooms.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	3	7		19	7	5		19	8	6	
Mathematics	18	10	4		24	1	8		23	3	8	
Science	24	3	6		28		8		28		9	
Social Science	27		8		28		8		25	2	8	

\*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.

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

Title	Ratio
Academic Counselors*	936.0

\*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.

## Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3
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.

## 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	8,540	1,991	6,459	72,063
District	N/A	N/A	7,816	68,895
Percent Difference - School Site and District	N/A	N/A	-19.0	4.5
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-15.0	10.4

Note: Cells with N/A values 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.

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

Students have access to a variety of supplemental educational services. Through the use of web-based intervention programs and strong partnerships with our local community agencies, our students still have access to academic, social, and emotional support. Students participate in Social Skills groups, Talking Circle, READ Live, Remediation (mobymax.com), Accelerated Reader, Online Math Tutorials, and lunchtime and after-school tutoring and remediation.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,789	\$45,252
Mid-Range Teacher Salary	\$56,435	\$65,210
Highest Teacher Salary	\$78,134	\$84,472
Average Principal Salary (Elementary)	\$104,883	\$107,614
Average Principal Salary (Middle)	\$104,883	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$143,533	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	6%	7%

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

## Professional Development (Most Recent Three Years)

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers early release Wednesdays for Structured Collaboration Time and staff development. Faculty meet each Wednesday to work in grade level, department teams, and as an entire staff to review and analyze student data, teaching strategies/methodologies, and to share best practices. In addition, the district calendar has three minimum days spread out throughout the school year. The afternoon of each of these three days is devoted to professional development. The 2018-19 staff development focus include: New curriculum pilots and adoptions, Universal Design for Learning (UDL) to reduce barriers to learning and meet the needs of a variety of learners in the classroom, Illuminate Data and Assessment Management System, Accelerated Reader, English Language Development, Step Up To Writing, Step Up To Writing Math, special education services and general education responsibilities, Love and Logic in the Classroom, Growth Mindset, Google Classroom, CAASPP Trainings, Bridges our of Poverty, Rural Professional Learning Network focused on math intervention, use of technology in the classroom, review of data related to state and district level assessments, areas of focus related to specific duties according to grade level and subject area, and other topics as they arise as an area of need based on site goals for the school year.