

Prescott Junior High 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	Prescott Junior High School
Street	2243 West Rumble Road
City, State, Zip	Modesto, CA 95350
Phone Number	(209) 529-9892
Principal	Trish Anderson
Email Address	tanderson@stanunion.k12.ca.us
Website	https://www.stanunion.k12.ca.us/PJH
County-District-School (CDS) Code	50-71282-6067250

Entity	Contact Information
District Name	Stanislaus Union School District
Phone Number	(209) 529-9546
Superintendent	Shannon Sanford
Email Address	ssanford@stanunion.k12.ca.us
Website	www.stanunion.k12.ca.us

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

District Mission - The mission of the Stanislaus Union School District as the premier district of choice in partnership with the community is to ensure the ultimate educational experience for all children.

District Governing Board Goals

1. Enhance practices and programs with a focus on instruction of effective Common Core State Standards (CCSS) for quality learning by all students.
 - a. Ensure students are prepared for the rigor and relevance of the 21st Century Skills.
 - Collaboration
 - Communication
 - Critical thinking/problem solving
 - Creativity
 - b. Collaborate with all stakeholders through the District Curriculum Leadership Teams to design and establish District-wide Professional Development supporting CCSS implementation.
 - c. Continue to refine and align current and ongoing assessments to improve rigorous instruction for a wide range of academic abilities.
 - d. Ensure that deployment of interventions, mentors, other researched based instructional strategies and funds are working toward all students' academic plans.
2. Continue to prioritize writing and provide consistent expectations aligned with CCSS at all school sites.
3. Provide and enhance site support and develop community/business partnerships for Visual and Performing Arts.
4. Continue to optimize across all curriculum domains, the use of technology resources for students, teachers and school sites as written in the district technology plan.
5. Increase community/school engagement through technology as well as extend technology for communication and education.
6. Update and promote wellness curriculum relevant to the whole child, i.e. nutrition, child development, bullying, social and peer interactions, substance abuse prevention, and family support services.

School Mission - Prescott Junior High School, in collaboration with the community, strives to meet the academic, social, physical, and emotional needs of our diverse students to help them reach their highest level of success.

School Vision - Prescott Junior High School will achieve the school mission by developing Professional Learning Communities to collaborate together on implementing effective strategies for improving student achievement.

Prescott Junior High School is a comprehensive junior high school. It serves seventh and eighth grade pupils. The school annually completes a School Accountability Report Card (SARC) which outlines the following information: 1) school contact information; 2) District contact information; 3) mission statement; 4) opportunities for parent involvement; 5) school safety plan; 6) school facilities inspection results and repair status; 8) teacher credentials and misassignments; 9) support staff; 10) textbooks and instructional materials; 11) expenditures per pupil; 12) types of services funded; 13) professional development.

The 2019-20 enrollment is 750 pupils.

Program Descriptions

School Based Coordinated Program (SBCP)

Title I, Title II, Title III, and Special Education programs are included in the School-Based Coordinated Program (SBCP). These programs provide all students, including English Learners (EL), Gifted and Talented (GATE), and Special Education students with a rich variety of supplemental materials, equipment, activities and/or personnel. The School Plan describes Title I, Title II, and Title III, and methods for each program's evaluation. The School Site Council (SSC) oversees the development and implementation of the school site plan.

Academic Adviser

A full-time academic adviser is employed to help students with academic needs, conflict resolution and emotional support.

Student Success Team (SST)

The Student Success Team meets, as referrals come to the the administration or the academic adviser, to discuss the specific needs of individual students who are referred by staff or parents. The team consists of a site administrator, teachers, and the school academic adviser. The team attempts to identify causes that may be interfering with the child's success and provides recommendations for the parents and teachers to consider in meeting the student's needs. The team may recommend that additional information be collected about the pupil before making recommendations or recommend that the pupil be referred for Special Education or 504 eligibility.

English Language Learners Program (EL)

The English Language Learner (ELL) program philosophy is to provide an intensive English-Language Development Program for all English learners to afford them the opportunity to develop academically and socially to their fullest potential. We have based our EL program on the EL Roadmap Policy adopted by the California State Board of Education on July 12, 2017 which embodies the following four principles:

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

EL Program Goals

There are five program goals: 1) The student will comprehend spoken English; 2) the students will learn how to communicate their ideas orally in the English language; 3) the students will learn how to read and comprehend in English to facilitate success within the regular program; 4) the students will learn to write in English, using correct grammar and vocabulary; and 5) the students will share their cultural background through classroom/school activities, thus enhancing their feeling of self-worth.

All English learners who are not reclassified, are enrolled in an English Language Development (ELD) classes in addition to benchmark ELA classes. The reclassified students' progress in the core program is regularly monitored. The long term English Learners (LTEs) are coached and supported to be re-designated. All teachers hold either the Cross-cultural Language and Academic Development (CLAD), SB1969 or SB395 certificates. Two instructional bilingual paraprofessionals are used in classrooms to provide assistance to classroom teachers in providing ELD instruction to our students. Services are reviewed by the School Site Council, the principal and the English Learner Parents Advisory Committee (ELPAC).

English Learners are to receive designated English Language Development (ELD) from appropriately trained teachers. Integrated ELD instruction occurs on a regular basis in content area classes and focuses on the English Learners' individual strengths and weaknesses in relation to the District's Standards of Expected Pupil Achievement. The instruction takes place in the students' ELL class and/or with other qualified certificated teachers and programs. Cooperation between the classroom teacher and ELL staff is vital to ensure that all students are receiving appropriate instruction. Trained EL paraprofessionals are also available to support the teachers and students.

English Learners are enrolled in all core subjects: ELA, Social Studies, Math, and Science.

Professional Development

During the 2019-20 academic year, teachers are receiving professional development on the best research based instructional practices, Response to Intervention, and implementation of the Common Core State Standards.

Honors Courses

Prescott offers Honors classes in ELA, Math, Science, and Social Studies to serve the needs of High Achieving and GATE students. We also offer Math 1. The students who successfully complete Math 1 at Prescott do not have to take Math 1 in high school. They are instead enrolled in Math II at the high school.

Elective Courses

Prescott Junior High School offers a wide array of elective courses that include Educational Technology, AVID, STEAM, Yearbook, Conversational Spanish, Spanish 1, e-journalism, Leadership, Drama, Band, Choir, Guitar, Orchestra, and Art.

Intervention/Enrichment classes offered in the advisory period

Prescott Junior High School has a 35 minute advisory period embedded in the daily schedule 4 days every week. Teachers offer either enrichment or intervention classes during this period. One advisory cycle lasts for 1 quarter or less depending on needs assessments. The intervention classes in ELA and Math effectively serve the needs of students at risk of not meeting academic standards. Students who do not perform at grade level in the formative assessments are referred to Math and ELA intervention advisories. For the enrichment advisory, teachers offer a variety of creative classes like perspective drawing, National History Day, STEAM, Readers Theater, and leadership.

After School ELA and Math Instruction and Tutoring/Homework Help

We offer intervention instruction in ELA and Math after school on Tuesdays and Thursdays for one hour each. These classes are funded through Title 1 Intervention. On Wednesdays, our para educators offer tutoring/homework help for one and half hour.

Enrichment (Co-Curricular) Activities:

Every year, Prescott students participate in STEAM Expo, Academic Pentathlon, Science Olympiad, Spelling Bee, and National History Day competitions organized by the Stanislaus County Office of Education. Our students have won top prizes in all of these competitions.

California Junior Scholastic Federation (CJSF)

Our CJSF students participate in various community service activities and they organize and attend educational field trips.

Special Education

Special Education students receive instructional services based on their Individualized Education Plan (IEP). Specialists, staff and classroom teachers work together to provide the optimal program in the least restrictive environment. Resource program students are mainstreamed into regular classrooms in accordance to their IEPs. They are also scheduled into resource classes as specified by their IEP. Testing services are provided by the school psychologist, speech therapist and resource specialist.

The District provides psychological, speech and adapted physical education services. Two Resource Specialists (RS) and two instructional paraprofessionals provide services to students identified with specific needs. The District also operates two Learning Handicapped Special Day Classes (SDC) at Prescott staffed with two SDC teachers and two instructional paraprofessionals. The school principal and vice-principal oversee and coordinate all site special education services. In addition to specialized instruction, Special Day Class students are integrated in the regular program through assignment to any appropriate class as specified in the student's IEP. All SDC students are offered enrichment classes during the advisory period. Students also have opportunities to participate in enrichment activities, including electives and field trips.

Special Education is included in the School-Based Coordinated Program. Special Education personnel may work with non-identified students on a time-availability basis.

Non-identified Special Needs students may be selected to receive supplemental assistance from special education staff through teacher referrals to a student study team or a classroom teacher, special education teacher and site administration. Priority will be given to those non-identified students with the greatest risk of not meeting grade level standards in language arts and/or mathematics. Supplemental assistance may be in a pull-out or classroom setting and include one-on-one or small group instruction.

Centralized Services

Centralized services (Assistant Superintendent Curriculum and Instruction, Assistant Superintendent Student Services, one Program Specialist, and two Administrative Assistants) provide the following services: advise school site personnel on matters concerning state and federal programs; provide knowledge about legal information, and when necessary fulfill requirements regarding the development and/or revision of district applications and written school plans; and assist site administrators, staff and parents with program review (compliance, internal and/or quality) coordination and process.

ELL personnel may work with non-English learners on a time-available basis. Non-English Learners are selected to receive supplemental assistance from ELL staff through teacher referral to an SST or classroom teacher, ELL personnel and site administration collaboration. Priority will be given to non-English Learners with the greatest risk of not meeting grade level standards in Language Arts. Supplemental assistance is in a classroom setting.

Students who are identified as in the low socio-economic subgroup will receive primarily indirect services.

Technology

The District's Master Plan for Educational Technology was used to develop the school site's technology plan. The plan supports the integration of technology into the curriculum to improve student achievement. It also focuses on professional development opportunities for staff members. Prescott has the capacity to be connected internally and has been given wireless Internet access in every classroom. This has allowed Prescott to embark on an ambitious program towards including and incorporating technology as a regular part of the instructional program. The district maintains digital citizenship and literary standards, taught by all teachers based on department or grade level.

Prescott continues to enhance its technology capacity. Prescott now has 15 Chromebook carts with 36 chrome books in each cart. Since ELA teachers use the web-based program, Study Sync, each of them have one cart each designated for them. Some carts are available for check out by teachers who use them occasionally. Prescott also have two computer labs with 34 computers each. Some classrooms have been equipped with media carts, which included laptop computers, speakers, a document camera, and an LCD projector. Internet capabilities have also allowed us to use our online attendance and grading program to help inform parents of their child's progress. The inclusion of a district-wide automated call-home system has also helped with student communication. We are continuing to use web-based programs to enhance curriculum and improve intervention and are currently in various stages of implementation.

The LCFF provides for technology funding in our LCAP through a digital device initiative and annual refresh budget.

After School Program -

This fee based program provides supervision and homework support and other supplementary instruction. Students are supervised from the time school is out until 5:00 p.m. five days a week.

After School Athletics -

Prescott has a strong After School Athletics program. Students are able to participate in girls' volleyball, boys'/girls' flag football, boys'/girls' basketball, boys'/girls' track, and wrestling. The school has a no-cut policy, and all interested and eligible students may participate. Character development and sportsmanship are main themes within the after school athletic program. Funding sources may include contributions from Parents' Club and the District. Additional fund raising activities or donations are often needed to fully implement the program.

Homework Policy -

Prescott School has a homework policy in place. Homework is viewed as a necessary part of students' learning. A copy of the policy is given to parents, and it is also in student planners. Homework must also be connected to the curriculum and is to be graded if assigned.

Parent Involvement Policy -

Parents are encouraged to participate in their child's educational experience in a variety of ways. Parents are recruited to support fund raising efforts for special student activities, including field trips. Parent organizations like Parents' Club and Parent Advisory Committees, School Site Council, and English Learners' Parents Advisory Committee, give parents a direct voice in the planning and implementation of the school program. Newsletters, Back-to-School Night, Parent-Teacher Conferences, and Open House give parents further opportunities to become involved with school and obtain information about school programs and their child's educational progress. Interpreters are made available for all parent meetings and notices are sent home in two languages (Spanish/English) to facilitate communication. Written forms of the Grade Level Standards are provided and explained to all interested parents at the regular scheduled conferences.

Teacher Recruitment

It is the policy of Stanislaus Union School District to seek out, hire and support highly qualified teachers in every classroom. Recruitment efforts include online job postings, recruitment fairs throughout the area and extensive newspaper ads. All other provisions of Public Law 107-110 are in compliance.

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

Grade Level	Number of Students
Grade 7	397
Grade 8	374
Total Enrollment	771

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	1
Asian	12.2
Filipino	0.4
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.9
White	24.3
Two or More Races	1
Socioeconomically Disadvantaged	69
English Learners	16.2
Students with Disabilities	8.7
Foster Youth	0.3
Homeless	7.4

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	31	38	35	165
Without Full Credential	2	0	1	9
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: November 2019

The Stanislaus Union School District is committed to providing rigorous and comprehensive course offerings in grades K-8. Emphasis is placed on mastery of foundational Common Core Standards and skills in the primary grades (K-3) and alignment and instruction of Common Core State Standards in the intermediate grade levels (4-8). Curriculum for all subjects and grade levels is continuously reviewed to prepare students for the 21st Century Job Market opportunities.

The Curriculum and Instruction Department serves all learners. The department works with staff to select textbooks and supplemental materials to support language arts, mathematics, science/health, social science, and the arts. It supports exceptional children – those with disabilities, the highly able and English language learners. In addition staff development is designed to support all staff in all areas of curriculum.

Common Core Professional Development occurs yearly to help increase rigor of student's critical thinking with high-quality instruction across the district.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7th & 8th Grades: McGraw Hill. Study Sync - 2017 7th & 8th Grades: Houghton Mifflin Harcourt, Read 180, 2015	Yes	0%
Mathematics	7th & 8th Grades: Eureka Math, 2013 7th & 8th Grades: Houghton Mifflin Harcourt, Math 180, 2015 8th Grade: Mathematics Vision Project, Secondary Mathematics 1, 2016	Yes	0%
Science	7th & 8th Grade: Teachers Curriculum Institute, TCI 2019	Yes	0%
History-Social Science	7th Grade: National Geographic World History, Medieval to Early Modern Times - 2018 8th Grade: National Geographic US History American Stories: Beginnings to World War I - 2018	Yes	0%
Foreign Language	7th & 8th Grades: Prentice Hall, Realidades 1 - 2014	Yes	0%
Health	Grade 7 – Health Connected, Teen Talk 2016	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Site facilities are regularly inspected by the district. Once a year, the Board tours the campus to ensure that all facilities meet district standards of excellence. In addition, local fire officials regularly inspect to ensure that the facility is safe and complies with State standards for fire safety. Recent inspections were positive. On-going inspection is done by staff, and problems are referred to the Maintenance Department for immediate inspection and rectification. The grounds are cleaned daily by custodial staff, including restrooms, cafeteria, and media center. Students, including those in the school's Leadership Class, frequently pick up litter to supplement the custodial efforts. During the 2006-07 school year there was a new phone system and computer cabling installed, the gym floor was re-surfaced as well as the asphalt, and new HVAC units were installed in various rooms. A new cafeteria/multi-use facility was a key focus of the last major improvements that also included additional classrooms, remodeled science labs, a new media center, and reorganized office facilities. This year the foyers of the gym will be refreshed with cabinetry, paint, and new LED lights.

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: September 30, 2019

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

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)	51	47	48	47	50	50
Mathematics (grades 3-8 and 11)	38	33	38	38	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	788	777	98.60	1.40	46.52
Male	420	414	98.57	1.43	40.68
Female	368	363	98.64	1.36	53.17
Black or African American	49	48	97.96	2.04	31.91
American Indian or Alaska Native	--	--	--	--	--
Asian	96	95	98.96	1.04	65.26
Filipino	--	--	--	--	--
Hispanic or Latino	408	399	97.79	2.21	38.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	190	190	100.00	0.00	56.32

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	556	548	98.56	1.44	37.48
English Learners	230	221	96.09	3.91	28.96
Students with Disabilities	62	62	100.00	0.00	1.61
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	45.45

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
All Students	788	784	99.49	0.51	33.29
Male	420	417	99.29	0.71	34.77
Female	368	367	99.73	0.27	31.61
Black or African American	49	48	97.96	2.04	22.92
American Indian or Alaska Native	--	--	--	--	--
Asian	96	96	100.00	0.00	56.25
Filipino	--	--	--	--	--
Hispanic or Latino	408	405	99.26	0.74	20.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	190	190	100.00	0.00	46.84
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	556	552	99.28	0.72	22.83
English Learners	230	228	99.13	0.87	16.67
Students with Disabilities	62	62	100.00	0.00	6.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	30.91

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

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

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

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
7	22.3	26.1	17.5

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)

Prescott Junior High School welcomes and is committed to encouraging the participation of parents in the educational lives of their children. Numerous opportunities exist for parents to become involved, including Back-to-School Night, parent conferences (fall/spring), School Site Council, English Learner Advisory Committee, Parents' Club, Student Store, District committees, Open House and spectators at a variety of academic and athletic events. Our Parents' Club raises significant amount of money to support enrichment activities and programs for students.

Parents can log on to the school interactive software, Aeries.net, to check their student's progress in all their classes. Parents can monitor their students homework and communicate with teachers through our email system, Google Classrooms, and telephone. Our Academic Advisor offers training sessions for parents to for logging into the software, and instructs them on how to navigate through the system. This software has been very helpful to involve parents in the education of their children. In addition, our teachers and administrators regularly communicate with parents through email and phone on various types of issues concerning their children and get parents' input on all important decisions regarding their children's education.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.0	6.3	6.9	3.7	2.8	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.7	0.0	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Prescott Junior High School has adopted a Safety Plan that is reviewed and revised annually by a Safety Committee. The Safety Committee also meets once a quarter to determine if any immediate addendum needs to be added to the safety plan. The Safety Committee is comprised of the principal, vice principal, teacher representatives, classified employees, local law enforcement, parents, and students that meet to review and approve the latest plan. There are sixteen sections to the plan: Introduction, response actions for any emergency, all clear, incident response team, emergency procedures, shelter in place, containment procedures, intruder-hostage situation, bomb and other threat, emergency phone numbers, first aid station, office and classroom staff assignments, site emergency plan checklist, individual room life survey, site map, and an evacuation map. The safety plan is reviewed and approved by the School Site Council, Site Leadership Team, PBIS Team, and the SUSD School Board.

On Saturday, September 28, 2019, some members of Prescott Junior High School participated in the Active Shooter Training at Agnes Baptist Elementary School in collaboration with Modesto City Police. This drill has been useful in preparing our district and school for dealing with any emergencies that may arise in the future. Following the Active Shooter Training, all staff was engaged in discussion in a faculty meeting on how to make our campus safer and how to prepare for emergencies. Safety proposals and operations will be discussed quarterly at Prescott Monday faculty meetings to ensure all faculty and staff are up-to-date on procedures and ready for any emergency.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	12	22		22	17	20		23	15	27	
Mathematics	11	4			24	6	24		26	5	24	1
Science	27	3	23		25	3	25		8	1		
Social Science	26	4	23		25	4	24		25	6	25	

*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*	771.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.8

*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	\$10,992	\$3,129	\$7,863	\$81,255
District	N/A	N/A	\$7,828	\$81,182
Percent Difference - School Site and District	N/A	N/A	0.4	0.1
State	N/A	N/A	\$7,506.64	\$77,619.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	8.4	2.1

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)

The per pupil expenditure from the General Fund for each pupil in the District last year was \$10,873. Supplemental service to assist limited English pupils acquire proficiency are partially funded by Economic Impact Aid (EIA) funds. A School Violence and safety grant has helped to pay for a campus supervisor. Title I, II, III as well as Lottery and LCAP funds are used for direct instructional support for students.

Following are the funds allotment for 2018-19:

- Title 1: \$147,946: Title 1 funds are being used for hiring a bilingual para-educator, professional development, instructional supplies, student planners, and digital technology.
- Title 1 Parent Involvement: \$2,392: These funds are being used to support parent activities and involvement.
- Title 1 Intervention: \$11,891. These funds are being used to support the After School Alternative Instruction in ELA and Math. Money is divided between teachers' pay and benefits, and instructional supplies.
- Title II: \$12,768. These funds are utilized for the professional development of teachers. This school year we have focused on the professional development on Explicit Direct Instruction delivery strategies, Response to Intervention, and the use of technology in delivering the Common Core State Standards based curriculum, benchmark assessments, Professional Learning Communities and EL instruction strategies.
- Title III: \$7,651. These funds are being used to partially fund the position of a bilingual para educator and provide professional development to teachers to effectively serve the educational needs of EL students.
- TUPE: \$2,800. These funds are being used for various activities to raise anti-tobacco awareness among our students.
- Site: \$27,000. These funds are used to support student academic achievement and the operations of the school. Expenses include promotion ceremony materials and supplies, outside services needed for the promotion ceremony, postage, postage machine lease, academic achievement awards, PBIS awards, instructional materials and supplies, office materials and supplies, toner, copy machine agreement.
- LCAP: \$40,133. These funds are used to provide materials and supplies for academic intervention, library and PE materials and supplies, and teacher training in digital devices.
- Lottery: \$37,497. These funds are used for instructional materials and supplies, supplementary instructional materials, student academic achievement awards, and office materials and supplies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,854	\$49,378
Mid-Range Teacher Salary	\$82,303	\$77,190
Highest Teacher Salary	\$98,019	\$96,607
Average Principal Salary (Elementary)	\$123,129	\$122,074
Average Principal Salary (Middle)	\$132,071	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$168,049	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	6%

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	5	4	3

Prescott teachers have participated in district wide professional development offered in CCSS ELA, Writing, New Teacher Training, Eureka Math, ELD, ELA Framework, Effective Instruction, Next Generation Science Standards (NGSS), Social Studies, Physical Education and STEM. Our teachers have also attended Visible Learning training in which they have learned about different effect sizes on student learning. As a follow up to the Visible Learning training, our teachers continue to refine their learning outcomes and success criteria. We have instituted weekly 60 minute PLCs on Wednesdays. On Wednesdays students are released early. Our teachers focus on the following areas during the collaboration time:

- Engaging in Professional Learning Communities
- Response to Intervention
- Develop and Design Targeted Intervention
- Curriculum design and calibration
- Data analysis (student achievement)
- Professional Collaboration Time to Develop and analyze of SMART Goals
- Design and development of Common Formative Assessment

Our teachers regularly participate in the district wide classroom walk-throughs and the Lesson Study programs.

We have adopted a new curriculum, "Teen Talk," for our Human Growth and Development Education for 7th grade students. For the last two years, our teachers have got extensive training in teaching the Teen Talk curriculum.

In 18-19 Science teachers piloted several versions of Science curriculum approved by the state. We as a K-8 district adopted CSI curriculum. All curriculum and materials have been made available to teachers and students. Teachers have received extensive training on the curriculum, with follow up training still to come in the spring of 2020.

Our district has hired three instructional coaches. They regularly work with our teachers to improve their instructional capacity in the academic areas of Math, Science ELA, and Social Studies. They also offer extensive training in classroom management and research based effective instructional strategies. In January of 2020 the district will add an additional instructional coach, with extensive experience at the junior high school level.