

# Central 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	Central Middle School
Street	2565 Mesa Avenue
City, State, Zip	Oroville, CA 95966
Phone Number	530-532-3002
Principal	Mikeial Williamson
Email Address	mwilliamson@ocesd.net
Website	<a href="http://ocesdca.apptegy.us/o/central-middle">http://ocesdca.apptegy.us/o/central-middle</a>
County-District-School (CDS) Code	04615076003230

Entity	Contact Information
<b>District Name</b>	Oroville City Elementary School District
<b>Phone Number</b>	530-532-3000
<b>Superintendent</b>	Dr. Spencer Holtum
<b>Email Address</b>	sholtom@ocesd.net
<b>Website</b>	<a href="http://www.ocesd.net">http://www.ocesd.net</a>

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

Central Middle School is located in the Oroville City Elementary School District in the town of Oroville, California. The town is located in rural Butte County, in Northern California, and has a city population of 13,000, with nearly 50,000 inhabitants making up the Greater Oroville Area. The school is one of seven in the district and one of two middle schools in the district. There are three other districts in town, and two of them have a middle school. Central Middle School serves 440 students, primarily in 6th-8th grades, and offers a variety of programs for special needs students, including a regional program for severely handicapped students (grades 5-8). CMS also houses the District Independent Study Program (grades 6-8). Our student population is diverse and comprised of Asian, Hispanic, African American, Native American, and Caucasian students. Central Middle School offers a variety of academic and extracurricular programs for our students. We have an award-winning school band, an advanced English class with an emphasis on literature, a full physical education program, and enrichment courses such as Music Appreciation, Spanish, STEM, Leadership/Yearbook and Computers. Our facilities include two science laboratories, one to one Chromebooks, a large library, a multi-purpose room, locker rooms, a band room, a small broadcasting studio, a student center, Interactive touch screen TV's and large fields. Central Middle School has a regional severely handicapped class with appropriate facilities and equipment. Our cafeteria offers a free and reduced lunch program, our health aide offers health services, and counseling services are offered through our own counselor and two outside agencies. Central Middle School also has a collaborative arrangement with the Butte County Office of Education to provide after school tutoring and programs for our students. We also work with other agencies to provide tutoring and counseling services to students.

#### Our Mission:

Central Middle School strives to meet the unique intellectual, physical, social, and emotional needs of students who are in a critical period of their lives as they move from childhood to adolescence. The staff at Central Middle School is committed to collaborating with the community to create and maintain a safe, nurturing, and effective learning environment so all members of the learning community are supported. Our learning community will implement research based student centered activities that utilize individual learning styles so that all will demonstrate success.

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

Grade Level	Number of Students
<b>Grade 5</b>	5
<b>Grade 6</b>	137
<b>Grade 7</b>	147
<b>Grade 8</b>	147
<b>Total Enrollment</b>	436

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

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	4.8
Asian	14
Filipino	0.5
Hispanic or Latino	17.2
White	45.2
Two or More Races	12.6
Socioeconomically Disadvantaged	81.7
English Learners	4.8
Students with Disabilities	20
Foster Youth	1.4
Homeless	4.1

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	100%	100%	100%	100%
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%	9%	0%
Total Teacher Misassignments*	0%	0%	0%
Vacant Teacher Positions	0%	0%	0.008%

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: 2019 December

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 EMC Windows and Mirrors Adopted 2017	Yes	0
Mathematics	6-8 CPM Adopted 2015	Yes	0
Science	7-Prentice Hall, Focus on Life Science adopted 2007 8-Prentice Hall, Focus on Physical Science adopted 2007	Yes	0
History-Social Science	7-8 Glenco Mcgraw Hill Discovering Our Past Adopted 2006	Yes	0

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

### 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 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	
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.

### 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)	32	31	32	36	50	50
Mathematics (grades 3-8 and 11)	16	22	25	29	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	436	423	97.02	2.98	30.57
Male	219	212	96.80	3.20	28.91
Female	217	211	97.24	2.76	32.23
Black or African American	22	22	100.00	0.00	9.09
American Indian or Alaska Native	20	20	100.00	0.00	20.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	59	56	94.92	5.08	44.64
Filipino	--	--	--	--	--
Hispanic or Latino	75	71	94.67	5.33	32.39
Native Hawaiian or Pacific Islander					
White	202	198	98.02	1.98	28.93
Two or More Races	55	53	96.36	3.64	33.96
Socioeconomically Disadvantaged	365	353	96.71	3.29	29.55
English Learners	70	67	95.71	4.29	26.87
Students with Disabilities	78	76	97.44	2.56	6.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	22.22

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	436	423	97.02	2.98	22.27
Male	218	211	96.79	3.21	21.80
Female	218	212	97.25	2.75	22.75
Black or African American	22	22	100.00	0.00	13.64
American Indian or Alaska Native	20	20	100.00	0.00	0.00
Asian	59	56	94.92	5.08	39.29
Filipino	--	--	--	--	--
Hispanic or Latino	76	72	94.74	5.26	23.61
Native Hawaiian or Pacific Islander					
White	201	197	98.01	1.99	20.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	55	53	96.36	3.64	22.64
Socioeconomically Disadvantaged	364	352	96.70	3.30	19.94
English Learners	70	67	95.71	4.29	23.88
Students with Disabilities	78	76	97.44	2.56	2.63
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	14.81

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	22.5	24.6	29.0

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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#### Parent/Family Involvement

The Board of Trustees recognizes that parents and guardians are our children's first and most influential teachers. The Board honors the reciprocal responsibility which exists between the home and the school in the education of children. For this reason, continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents and guardians can directly affect academic success by reinforcing students' motivation and commitment to education. Parents and guardians are strongly encouraged to communicate with school personnel so the home and school are reinforcing the same goals and values the parents have set for their children. The Oroville City Elementary School District shall include parent involvement strategies as a component of instructional planning for all programs. Teachers, parents, and guardians can better understand and meet student needs if they work together. All school programs have a duty to communicate frequently with the home and to help parents and guardians develop skills and family management techniques with support classroom learning. School staff will keep parents informed about school expectations. The parents will be informed regarding how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

**Back to School Night/Orientation :** This is an opportunity for parents to meet teachers and be introduced to curriculum and classroom procedures. Everyone meets in the cafeteria to enjoy the first performance of the Central/Ishi Band and then parents and students walk through the student's schedule of classes. A BBQ helps cap off the evening.

**Open House/Multicultural Night:** This is a celebration of student work and accomplishments. Teachers are available to talk with parents. The Central/Ishi Band performs and the Parent Club provides refreshments. In addition community organizations are present for parents to take advantage of supports that they offer. A free BBQ takes place as well.

**Parent Club:** Believing that education requires a shared active commitment, the Parent Club is the bridge to link students, teachers, school, and community members to produce knowledgeable, responsible, productive citizens who are motivated to continue learning. This is a parent initiated and maintained organization with more than a sixty year history. All parents are members of the Parent Club. All it takes to participate is getting involved. Please come to a meeting, donate a few hours of time, or donate goods or services. The Parent Club helps with many of the functions that occur throughout the year. Refreshments for Back-to-School Night, Open House, and Portfolio Days are provided by the Parent Club. Help is also given at special student events during the year such as dances and the end of semester activities. The focus of the Parent Club is on our students. We want to ensure that the time they spend at CMS is rewarding. Please come and be a part of this phase in your child's life. Please take a few minutes to complete the volunteer sheet that is distributed at the beginning of the school year and let the Parent Club know how you are willing to help. The Parent Club meets monthly. Meeting dates and times will be announced.

**School Site Council:** When the School Improvement Program (SIP) and the School-based Coordinated Program (SBCP) were established, they were envisioned as ways to increase school-wide effectiveness, improve student achievement, and better prepare students to be productive workers and responsible citizens. One of the principle tenets of these programs was that those individuals closest to the students should be more involved in making



significant decisions affecting the instructional program of the school. The School Site Council (SSC) was selected to be the vehicle by which the school community would join to chart the school's path to involvement. The SSC is uniquely suited to carry out these functions since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents and students, it provides a forum for all of the major players in the school to come together to identify common goals and established a plan to achieve these goals. The SSC is not limited to using the supplemental resources as merely a source of money to be used to meet the demands of the moment or to purchase a single fixed solution. Instead, it should establish and maintain a vision of the skills and knowledge students will need to be competitive in a modern economy and use the available supplemental resources, along with the existing base resources of the school, to make this vision possible for all students. The school's improvement effort is coordinated with the district's effort to upgrade curriculum offerings and quality of instruction in order that both the school and the district become part of an integrated improvement project.

### 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>	20.7	15.5	14.7	10.8	11.6	10.7	3.6	3.5	3.5
<b>Expulsions</b>	1.3	1.0	0.2	0.3	0.2	0.1	0.1	0.1	0.1

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

Oroville City Elementary School District has a comprehensive safety plan, which is reviewed and updated annually in January with the School Site Councils. Teachers have input into the process, and as revisions are made, students and staff are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to crisis, and recovery. Specific steps for response to a variety of possible crises is included in the plan, as well as in a flip-chart posted near the door of each classroom for quick reference. Monthly drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Safety meetings are held monthly as well, to document any safety issues and their resolution.

### 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+
<b>English</b>	24	4	8		21	6	6		27	2	9	
<b>Mathematics</b>					26	3	6		26	2	8	
<b>Science</b>	26	3	8		26	2	8		27	2	8	
<b>Social Science</b>	27	2	8		27	1	8		27	1	9	

\*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*	436.0

\*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	
Resource Specialist (non-teaching)	

\*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	7,824	1,669	6,154	\$79,629
District	N/A	N/A	8,225	\$78,338.00
Percent Difference - School Site and District	N/A	N/A	-28.8	1.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-19.8	2.6

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 at Central Middle School receive support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, resource specialist teacher and aides, speech and hearing specialist, library aide, and an instrumental music teacher. We share some of these services with other schools in the district. Safety is a priority and 4 noon duty supervisors are funded with this money.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,008	\$49,378
Mid-Range Teacher Salary	\$76,086	\$77,190

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$92,810	\$96,607
Average Principal Salary (Elementary)	\$97,573	\$122,074
Average Principal Salary (Middle)	\$104,747	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$172,024	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	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	4	3	3

The primary focus for teachers and staff at Central for the last three years has revolved around new adoptions, technology, Common Core implementation, ELD and Trauma sensitive schools. This year Central has added SEL to its repertoire. Teachers and staff alike receive at least (5) 2+ hour trainings each school year. Many staff and teachers choose to attend many more training's, voluntarily, throughout the school year and summer months. In addition, concepts and new ideas are shared during staff meetings and collaboration time. When the training's relate to implementation of new programs teachers are coached through peer coaching techniques, teacher-principal meetings and data analysis.