



# El Segundo Middle School

332 Center St. • El Segundo, CA 90245 • (310) 615-2690 • Grades 6-8

Melissa Gooden, Ed.D., Principal

[mgooden@esUSD.k12.ca.us](mailto:mgooden@esUSD.k12.ca.us)

[www.elsegundomiddleschool.org](http://www.elsegundomiddleschool.org)

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### El Segundo Unified School District

641 Sheldon St.

El Segundo, CA 90245-3036

(310) 615-2650

[www.elsegundousd.net](http://www.elsegundousd.net)

### District Governing Board

Emilee Layne

Nancy Cobb

Dr. Jeanie Nishime

Dr. James Garza

Dr. William Watkins

### District Administration

Dr. Melissa Moore

**Superintendent**

Dr. Dylan Farris

**Executive Director, Human  
Resources**

Marisa Janicek

**Executive Director, Educational  
Services**

Susan Aceves

**Chief Business Official**

Daniel Gauna

**Director of Technology**

Dr. Jack Plotkin

**Director of Innovation and Student  
Support**

### School Description

El Segundo Middle School - Empowering Lifelong Learners to Create a Better World

We are committed, in partnership with parents and the community, to create a dynamic learning environment where: there are high expectations for every student students are challenged intellectually, socially, emotionally, & physically diverse learning styles are supported through differentiated instruction teachers use innovative strategies to engage student learning technology is integrated within the curriculum interdisciplinary faculty collaboration is the norm IB Learner Profile attributes are emphasized school wide problem solving, decision making, communication skills and organization are emphasized school-wide students are contributing citizens in the local, state, national and world communities

ESMS is located in a small coastal community of over 16,000 residents. The Pacific Ocean, LAX Airport, Chevron Oil Refinery, and large corporate business centers border the city. The unique position creates a small hometown atmosphere with a strong sense of community amidst a larger, metropolitan area. The El Segundo community takes special pride in its schools. ESMS, the only International Baccalaureate World School in the South Bay, fosters international mindedness and intercultural awareness. The IB Middle Years Programme is inclusive for all 827 6th, 7th and 8th graders.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	252
Grade 7	278
Grade 8	291
<b>Total Enrollment</b>	<b>821</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.4
Asian	6.1
Filipino	1.6
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.9
White	54.8
Two or More Races	15
Socioeconomically Disadvantaged	13.6
English Learners	4.3
Students with Disabilities	6
Foster Youth	0.1

## 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			
El Segundo Middle School	15-16	16-17	17-18
With Full Credential	31.8	34.2	36.33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Segundo Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	156.73
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
El Segundo Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

All textbooks are of good quality with minimal damage. Each student has access to a textbook in school, in each class, and a textbook to take home. All textbooks are of current adoption according to the cycles of curriculum frameworks and standards. Our English Language Learners and Special Education population are also able to use adaptive text to meet their needs. It is the same text as the rest of the population, however it is adapted to meet the needs of struggling learners. When selecting textbooks, we form a committee of teachers at elementary, middle and high school and welcome publishers to present at sites.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal/Littell 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	College Preparatory 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Publisher:Prentice Hall 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Percent of students lacking their own assigned textbook: 0%
Health	Positive Prevention Plus Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%

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

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

El Segundo Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff help keep the campus clean and litter-free. The administration works daily with two fulltime custodians and one part time to develop cleaning schedules that ensure a clean, safe, and functional learning environment in compliance with the Williams Lawsuit mandates.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/29/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
	X			

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	89	85	88	87	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	76	72	75	48	48
Math	60	61	61	63	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9	15.2	70.8

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	346	332	96.0	85.2
Male	178	169	94.9	83.4
Female	168	163	97.0	87.1
Black or African American	15	15	100.0	66.7
Asian	30	28	93.3	85.7
Hispanic or Latino	77	75	97.4	78.7
White	179	171	95.5	89.5
Two or More Races	37	35	94.6	82.9
Socioeconomically Disadvantaged	43	41	95.4	70.7
Students with Disabilities	33	32	97.0	56.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	829	813	98.07	76.01
<b>Male</b>	407	400	98.28	70.5
<b>Female</b>	422	413	97.87	81.36
<b>Black or African American</b>	33	32	96.97	65.63
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	51	49	96.08	85.71
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	145	143	98.62	66.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	452	445	98.45	78.65
<b>Two or More Races</b>	127	124	97.64	77.42
<b>Socioeconomically Disadvantaged</b>	131	128	97.71	59.38
<b>English Learners</b>	78	78	100	53.85
<b>Students with Disabilities</b>	55	51	92.73	25.49
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	829	813	98.07	60.96
Male	407	400	98.28	62.91
Female	422	413	97.87	59.08
Black or African American	33	32	96.97	50
American Indian or Alaska Native	--	--	--	--
Asian	51	49	96.08	77.55
Filipino	--	--	--	--
Hispanic or Latino	145	143	98.62	46.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	452	444	98.23	62.75
Two or More Races	127	124	97.64	68.55
Socioeconomically Disadvantaged	131	128	97.71	39.37
English Learners	78	78	100	41.03
Students with Disabilities	55	50	90.91	14.29
Foster Youth	--	--	--	--

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents may become involved with school activities through many avenues. The PTSA strongly supports the ESMS academic programs. They raise funds for program support, but also give hours of time to supervise students, tutor those working below grade level, and provide clerical assistance in our teachers' workroom. Parents can be seen on campus on a daily basis, however if you are a working parent and would like to be of assistance after school hours, please contact either your classroom teacher directly or our PTSA president to see how you can help. You are always welcome at ESMS - parent, student, school - together we can make a difference! The business community is very involved in El Segundo, and in 1983 the El Segundo Educational Foundation was founded to raise supplemental funding for the school system.

#### State Priority: School Climate

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

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

#### School Safety Plan

Safety of students and staff is a primary concern of El Segundo Middle School. Teachers and the Principal supervise students before school and during regularly scheduled breaks. The front of the school is designated for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor pass at all times. The School Site Safety Plan is evaluated and revised annually each summer by administrators, the El Segundo Fire Department, and members of the Parent Teacher Student Association; the revisions are then shared with the entire staff each Fall. Key elements to the safety plan include evacuation plans and drills, shelter-in-place, lock-down, dismissal procedures, location and rationing of first aide supplies, and implementation of the SEMS Model (Standardized Emergency Management System). The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Date School Safety Plan last reviewed: October 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	1.8	1.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	2.2	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	549

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	30	30	28	3	3	4	8	4	3	9	14	15
Mathematics	24	23	23	9	7	9	6	8	10	8	9	6
Science	34	34	35				5	4	1	11	12	15
Social Science	34	34	36				3	3	1	13	13	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

The El Segundo Unified School District has a long history of providing support for teachers to participate in professional development activities. Through attendance at workshops and conferences, the staff at El Segundo Middle School has developed a common language and vision that defines the school community. Teachers are empowered in all elements of site based decisions from curriculum and instruction, to program assessment, to school policies and discipline procedures. For the past three years, the District has sponsored three staff development days annually, where teachers are offered a variety of growth opportunities. In addition, each Monday is a minimum day. This time is dedicated to staff meetings, grade level/department meetings, and professional development. Topics include but are not limited to: Backward Design, Scope and Sequence, Technology, and Differentiated Instructional Strategies. Recently credentialed teachers are provided additional assistance through the Beginning Teacher Support and Assistance Program (BTSA). Currently, the school is being trained in International Baccalaureate and our new standards in ELA, math and science.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,060	\$44,144
Mid-Range Teacher Salary	\$76,029	\$69,119
Highest Teacher Salary	\$95,291	\$86,005
Average Principal Salary (ES)	\$115,702	\$106,785
Average Principal Salary (MS)	\$118,887	\$111,569
Average Principal Salary (HS)	\$131,611	\$121,395
Superintendent Salary	\$214,279	\$178,104
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	6%	6%

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

### Types of Services Funded

California's new education funding model, the Local Control Funding Formula (LCFF), is a major reform in the way public school districts receive money from the state. Previously school districts received a significant portion of money without restrictions, but much of the funding was restricted to specific programs, called categorical programs. Some examples of these categorical programs included textbook funds and the Regional Occupation Program for high school students. There were dozens of state categorical programs that were eliminated when the LCFF went into effect in July 2013.

Under LCFF, the responsibility for allocating funds to meet students' needs is given to the local governing boards. To demonstrate how funds will be used to address eight priorities established by the state, school districts must develop and approve a Local Control Accountability Plan (LCAP) no later than July 1 of each year. This three-year plan is to be updated annually. Once approved by the Board of Education, the LCAP will be the basis for expenditures in the District.

The eight priorities that El Segundo Unified School District will include in the LCAP include the following:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Parental Involvement
- Basic Services
- Implementation of the Common Core Standards
- Course Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,702.00	\$2,527.00	\$6,175.00	\$77,739
District	♦	♦		\$77,859
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District				2.6
Percent Difference: School Site/ State				15.5
				19.1

\* Cells with ♦ do not require data.