

Eagle Peak Middle School

8601 West Rd. • Redwood Valley, CA 95470 • (707) 472-5250 • Grades 5-8

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



Ukiah Unified School District

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District Governing Board

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District Administration

Debra Kubin
Superintendent

School Description

Eagle Peak Middle School is in its 20th year of operation, having opened in August of 1997. It is one of two middle schools in the Ukiah Unified School District and is located approximately eight miles north of the city of Ukiah in the rural community of Redwood Valley. The design of the campus is characterized by two story buildings that house classrooms and encircle the library/administration complex. Eagle Peak serves 5th, 6th, 7th and 8th grade students, with a population of approximately 510 students. This is the seventh year Eagle Peak has served 5th grade students as a result of the closure of Redwood Valley School. Twenty-eight certificated staff and thirty-two classified staff are employed at Eagle Peak. The school's administration includes a principal, assistant principal, and counselor. The school runs a traditional six period secondary schedule five days a week, for grades 6 through 8, and self-contained classrooms for grade 5.

Now in its fifth year, Eagle Peak hosts a specialized program for students with autism.

In October of 2017, the Redwood Valley Fire destroyed hundreds of homes in the Redwood Valley Community. Eagle Peak partnered with local agencies, clubs, and community members to support the fire victims.

In December of 2016, the Ukiah Unified School District Board of Trustees approved a plan to change Eagle Peak in to a STEM magnet school beginning in the fall of 2017.

Our STEM vision statement:

We believe all young people should be taught to think deeply and critically, preparing them to become the innovators, educators, researchers, and leaders who can solve the most pressing challenges facing our nation and our world. To that end, we will provide hands-on learning with a focus on science, technology, engineering and mathematics in a supportive, small-school environment, putting students on a path to pursue college and graduate school education that prepares them for employment in high demand and high paying STEM fields.

School Vision and Mission:

The Eagle Peak administration and staff are committed to providing students with the understanding and skills necessary to cope with their own changes from childhood to adolescence and with the academic skills and knowledge essential for continued school success. Specific goals include:

- Developing students with skills in reading, writing, speaking, listening, computer technology, and mathematics, while also developing students who are healthy and physically fit.
- Developing students with good character, self respect, self worth and good citizenship.
- Developing students with critical thinking skills and a commitment to lifelong learning.

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 5	94
Grade 6	143
Grade 7	111
Grade 8	107
Grade 9	1
Total Enrollment	456

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	12.7
Asian	0
Filipino	0.4
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	0
White	41.2
Two or More Races	1.8
Socioeconomically Disadvantaged	68.2
English Learners	24.8
Students with Disabilities	16.4
Foster Youth	1.5

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			
Eagle Peak Middle School	15-16	16-17	17-18
With Full Credential	24	19	23
Without Full Credential	0	5	5
Teaching Outside Subject Area of Competence	0	1	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Eagle Peak Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "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)

Instructional materials meet EC Sections 60040-60045 as well as SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt School Publishers, California Excursions, Adopted 5/10/11 (5th grade) Literature (McDougal Littell), Adopted 5/10/11 (7th-8th grade) and Adopted 4/10/12 (6th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Bridges in Mathematics, 2nd Edition (The Math Learning Center) (5th grade), Adopted 4/14/16 Math Links (6-8), Adopted 4/14/16 Glencoe McGraw-Hill Pre-Algebra CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Algebra 1 CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Geometry CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 (5th grade) Focus on Earth Science, Life Science and Physical Science (Pearson Prentice Hall CA Science Explorer), Adopted 8/12/08 (6th-8th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for CA (Pearson Scott Foresman) Adopted 8/7/07 (5th grade) Glencoe California Series, Ancient Civilizations (6th grade), Adopted 6/20/06 Glencoe California Series, Medieval and Early Modern Times (7th grade), Adopted 6/20/06 Glencoe California Series, American Journey World War I (8th grade), Adopted 6/20/06 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 24 classrooms, a multipurpose room, a gymnasium, a computer lab, a library, and an administration building. The campus was built in 1997.

Maintenance and Repair

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

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Technology Projects

Extensive WiFi upgrades were performed this year

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/09/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Light tubes failed, will be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	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	47	46	39	43	60	56

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	28	29	36	35	48	48
Math	17	15	23	24	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
5	16.3	13	1.1
7	18.2	19.1	20

* 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	231	227	98.3	45.8
Male	122	118	96.7	50.0
Female	109	109	100.0	41.3
American Indian or Alaska Native	28	26	92.9	15.4
Hispanic or Latino	100	99	99.0	30.3
White	98	98	100.0	67.4
Socioeconomically Disadvantaged	169	167	98.8	37.7
English Learners	55	55	100.0	9.1
Students with Disabilities	36	34	94.4	29.4

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	442	97.36	29.19
Male	251	243	96.81	21.4
Female	203	199	98.03	38.69
Black or African American	--	--	--	--
American Indian or Alaska Native	55	51	92.73	5.88
Filipino	--	--	--	--
Hispanic or Latino	195	189	96.92	20.63
White	190	188	98.95	43.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	306	97.14	20.26
English Learners	151	147	97.35	16.33
Students with Disabilities	80	71	88.75	0
Students Receiving Migrant Education Services	14	12	85.71	16.67
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	441	97.14	14.55
Male	251	243	96.81	15.64
Female	203	198	97.54	13.2
Black or African American	--	--	--	--
American Indian or Alaska Native	55	52	94.55	3.85
Filipino	--	--	--	--
Hispanic or Latino	195	187	95.9	9.63
White	190	188	98.95	21.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	315	305	96.83	9.87
English Learners	151	145	96.03	5.52
Students Receiving Migrant Education Services	14	12	85.71	16.67
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 are an integral part of our students' educational experience, and Eagle Peak has many opportunities for parental involvement. Parents and other community members lend support to Eagle Peak Middle School as participants on the School Site Council, English Learner Advisory Committee (ELAC), UUSD English Language Learners Committee (DELAC), the Title VI Advisory Committee, UUSD District Advisory Committee (DAC), the P.T.O. Organization, Science Camp Committee, Athletic Boosters, STEM Committee and the Graduation Committee. Parents and community members also volunteer as classroom helpers, athletic coaches, chaperones, special event coordinators, field trip drivers, fundraiser coordinators, and other activity supervisors.

The Aeries gradebook feature on our school's website allows families to check the school calendar for upcoming events, as well as check student grades.

The parent liaison position at Eagle Peak helps support and coordinate the aforementioned activities and committees.

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

Our School Safety Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code (including prohibiting "gang related" apparel), Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually, most thoroughly at an all staff meeting at the beginning of the year.

A school safety committee meets once a month to review safety issues and concerns. The safety committee includes classified staff, teaching staff, and administrative staff. Members of the school safety committee also serve on the school's Positive Behavioral Interventions and Supports (PBIS) team.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	18.1	11.38	16.84
Expulsions Rate	0	0.41	0.62
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.4
Social Worker	0.0
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	510

* 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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
5	31	31	32				2	2	4	1	1	
6	26	26	26	4	4	6	9	9	7	4	4	9

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	19	19	21	5	5	5	8	8	5			
Mathematics	18	18	21	7	7	5	3	3	5	2	2	
Science	25	25	26	1	1	1	7	7	7			
Social Science	25	25	26	1	1	1	7	7	7			

* 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

Ukiah Unified School District administration developed a leadership network team, which contains teachers and administrators from every site to participate in professional development in Common Core State Standards to guide, direct and train staff as we progress forward with the implementation of the Common Core. Members of the leadership network are responsible for informing and disseminating professional development content to other staff. Early student dismissals on Wednesdays allow staff to participate in Professional Learning Communities (PLCs). The PLCs provide opportunities for teachers to prepare units and assessments based on Common Core Standards. Eagle Peak teachers regularly participate in PLCs with Pomolita Middle School to collaboratively design and implement curriculum, as well as review data from common formative assessments and district benchmark assessments.

Additional professional development opportunities:

- Principal continues PLC and professional development work with math teachers to improve student achievement in mathematics.
- District EL director is providing support, training and curriculum for our ELD teachers.
- Several professional development trainings have been set up for our program for autistic students.
- Faculty have been supported implementing the common core standards, guided by our school common core implementation plan.
- On site and off site STEM professional development continues to be provided.
- Other professional development activities include: READ 180 training, common core implementation team training, ELA pilot training, 5th grade Puberty curriculum training, PECS training, SEIS training, ELPAC training, and PBIS training.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,019	\$1,344	\$4,675	\$74,518
District	◆	◆	\$4,698	\$66,898
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-0.5	11.4
Percent Difference: School Site/ State			-28.9	0.1

* Cells with ◆ do not require data.

Types of Services Funded

All students are provided a core academic program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts, and Physical Education. In addition, identified students receive support services through categorical funds. Categorical funds, including Title I and SCG funds, provide after school tutoring for students, English Learner support, social-emotional counseling, and instructional technology.

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.