



Gifford C. Cole Middle School

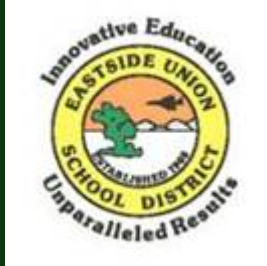
3126 East Avenue I • Lancaster, CA 93535 • (661) 946-1041 • Grades 7-8

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



Eastside Union Elementary School District

45006 30th St. East
Lancaster, CA 93535
(661) 952-1200
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District Governing Board

Mrs. Janette T. Crawford
Mrs. Peggy Foster
Mrs. Donna Martinez
Mr. Joseph Pincetich
Ms. Doretta N. Thompson

District Administration

Dr. Joshua Lightle
Superintendent
Mr. David Howard
**Assistant Superintendent of
Human Resources**
Dr. Donna Smith
**Assistant Superintendent of
Educational Services**
Mr. Scott Lathrop
**Assistant Superintendent, Chief
Business Officer**
Mrs. Margo Deal
**Director of Special Education and
Student Services**

School Description

Gifford C. Cole Middle School is located at 3126 East Avenue I in Lancaster, California. Gifford C. Cole is the only middle school in the Eastside Union School District, which encompasses approximately 240 square miles of Northern Los Angeles County. The surrounding area is rural to the east and suburban to the west. Students include English Language Learners (EL), educationally disadvantaged, Special Education/special needs, and students from historically under-served populations. The 720 students at Cole Middle School represent a variety of cultures and ethnic groups:

Hispanic or Latino: 60.12%
American Indian or Alaska Native: 0.30%
Black or African American: 28.10%
White 7.70%
Asian: 0.45%
Filipino: 1.51%
Native Hawaiian or Pacific Islander: 0.15%
Two or More Races: 1.66%

The number of students whose primary language is other than English has increased dramatically in the past ten years. Currently 19.03% identify as English Learners (EL). Although many of the EL students have attended the Eastside schools for several years, there is also a great amount of educational discontinuity due to a large number of transitory students. Gifford C. Cole Middle School serves a student population from the very low to middle socio-economic level. Approximately 88.52% of the students are Socioeconomically Disadvantaged.

The school consists of one principal, two assistant principals, one counselor, 31 certificated teachers, a part-time speech pathologist, a part-time district nurse, one school psychologist, and 21 classified staff members.

Vision:

We are here to inspire a love for learning and cultivate productive members of society.

Mission:

The mission of Gifford C. Cole Middle School is to maximize each student's potential, as they move through the critical transition period between elementary school and high school. We develop independent thinkers with the ability to reason, speak, read, write, perform mathematical procedures and problem solve effectively as demonstrated by sustained improvement in all academic areas and mastery of the California State Content Standards. Partnering with parents, we promote a strong sense of responsibility and confidence in our students as we equip them with the ability to succeed socially, physically, and intellectually. We begin preparing students to function in a technologically advanced society, prepared for the challenges of high school, the work place, and society as productive citizens and life-long learners.

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	3
Grade 6	3
Grade 7	344
Grade 8	328
Total Enrollment	678

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	24.3
American Indian or Alaska Native	0.1
Asian	0.9
Filipino	1
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.3
White	7.7
Two or More Races	2.1
Socioeconomically Disadvantaged	85
English Learners	20.6
Students with Disabilities	14
Foster Youth	2.8

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			
Gifford C. Cole Middle School	15-16	16-17	17-18
With Full Credential	27	28	24
Without Full Credential	2	3	7
Teaching Outside Subject Area of Competence	0	5	1
Eastside Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	140
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Gifford C. Cole Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	1	3	3
Vacant Teacher Positions	1	2	3

* "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)

Every student has a set of textbooks for use in the classroom or to take home as necessary. This assures homework assignments can be done in a timely fashion. All instructional materials and textbooks utilized are aligned with state content standards and are selected from the state adoption list. The district follows the state's adoption cycle in reviewing and adopting new materials and textbooks. A complete list of instructional materials and textbooks currently in use is available upon request.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin 2017 Scholastic 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Glencoe-McGraw-Hill 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart, Winston 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Gifford C. Cole Middle School contains four permanent structure buildings and 22 portable classrooms. The permanent structures include an administrative building, which houses the school library, administrative offices, counseling offices, and several classrooms--including several science classrooms. The building just south of this building houses five classrooms, which includes one large room for band. The school's gymnasium houses boys and girls locker rooms. The multi-purpose room is housed in the 400 building, which also includes two classrooms and a computer lab. The school features a grass field with full-sized soccer fields, and more than a dozen outdoor basketball

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 9, 2016				
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		Tiles (walls or ceiling) that were missing, damaged, or loose were replaced, Classroom 208 and Boys Locker; Ceiling tiles that were stained were replaced, Classroom 208, 514, 516
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Replaced lighting fixture or bulbs that were not working or missing in Classroom 217, Girls RR, and Boys RR
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Exit door was unblocked in room 217
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: November 9, 2016					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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

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	24	26	23	23	48	48
Math	12	7	15	14	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.

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	40	31	34	31	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.3	23.2	23.4

* 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	337	324	96.1	31.5
Male	172	167	97.1	30.5
Female	165	157	95.2	32.5
Black or African American	91	85	93.4	20.0
Hispanic or Latino	199	194	97.5	34.0
White	31	30	96.8	43.3
Socioeconomically Disadvantaged	289	277	95.9	29.2
English Learners	57	56	98.3	10.7
Students with Disabilities	39	38	97.4	15.8

* 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	715	700	97.9	25.57
Male	381	371	97.38	22.1
Female	334	329	98.5	29.48
Black or African American	180	176	97.78	16.48
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	455	447	98.24	26.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	41.3
Two or More Races	15	14	93.33	28.57
Socioeconomically Disadvantaged	622	608	97.75	24.34
English Learners	212	208	98.11	14.9
Students with Disabilities	95	95	100	4.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	32	30	93.75	10

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	715	697	97.48	6.6
Male	381	370	97.11	5.95
Female	334	327	97.9	7.34
Black or African American	180	173	96.11	2.31
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	455	447	98.24	6.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83	13.04
Two or More Races	15	14	93.33	0
Socioeconomically Disadvantaged	622	605	97.27	6.28
English Learners	212	208	98.11	2.4
Students with Disabilities	95	94	98.95	1.06
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	32	29	90.63	3.45

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)

Gifford C. Cole Middle School encourages parents to get and remain involved in their child's education. Parents are welcome to observe their child's classes and see learning occurring. Additionally, when students experience struggles and frustrations, we strongly advocate for parents to join with teachers, counselors, and administrators to meet together with their student(s), discuss learning strategies, create and implement a plan for student success.

We also involve parents and families through school sponsored functions, including family nights, family/principal meetings, Literacy Night, ELAC Meetings, and School Site Council meetings. Our Parent Association will participate in various fundraisers and school functions.

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 Safety Plan is a resource of information designed to assist our staff in dealing with crime and emergencies on campus. The plan supplies our staff with information that can be used in decision-making during the day to day operation of our school and during any emergency that may occur. It is designed to maintain consistency regardless of which staff member or administrator is dealing with situations on campus.

Our focus areas include increasing school safety while expanding and emphasizing school pride by reducing discipline referrals. For the safety of all students and staff, Fire/Evacuation Drills are held on a regular basis.

The safety plan was reviewed, updated, and discussed with faculty in March 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	11.3	12.2	12.5
Expulsions Rate	0.1	0.1	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	7.1	6.8	6.3
Expulsions Rate	0.1	0.1	0.1
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	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	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.

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	10	27	24	2	3	9		20	17			1
Mathematics	24	28	24	6	2	5	22	12	13		2	
Science	28	30	28		2	2	21	19	23	1	2	2
Social Science	28	29	28	1	1	1	21	18	23		2	

* 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

Teachers and staff involved in pupil instruction receive training in multitude ways. The teaching staff receives training in the following: Common Core Instructional Practices for ELA and Mathematics, PBIS, and AVID strategies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,053	\$47,034
Mid-Range Teacher Salary	\$70,450	\$73,126
Highest Teacher Salary	\$95,069	\$91,838
Average Principal Salary (ES)	\$112,178	\$116,119
Average Principal Salary (MS)	\$117,069	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$159,583	\$178,388
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	6%

Types of Services Funded

- AVID
- PBIS
- Common-Core Mathematics
- Common-Core ELA
- READ 180

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.

* 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	3788.82	221.73	3567.08	62354.92
District	♦	♦	4104.88	\$75,720
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-13.1	-11.9
Percent Difference: School Site/ State			-33.3	-9.7

* Cells with ♦ do not require data.