

School Accountability Report Card

Reported for School Year 2012-13

Published During 2013-14



Gifford C. Cole Middle School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index API, Adequate Yearly Progress AYP), test data, enrollment, 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 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

This section provides the school's contact information.

School		District	
School Name	Gifford C. Cole Middle School	District Name	Eastside Union Elementary
Street	3126 East Ave I	Phone Number	661-952-1200
City, State, Zip	Lancaster, CA 93535	Web Site	http://www.eastside.k12.ca.us/
Phone Number	661-946-1041	Superintendent	Dr. Mark E. Marshall
Principal	Francisco Pinto	E-mail Address	mmarshall@eastside.k12.ca.us
E-mail Address	fpinto@eastside.k12.ca.us	CDS Code	19-64477-6108294

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School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The staff of Cole Middle School facilitates a safe and intellectually engaging environment where young adolescents enter from elementary school and leave eighth grade academically and socially prepared for the rigors of high school. We set and expect that each of our students will meet high academic standards. Parents are active participants in their child's education. This involvement is the single most critical factor in a student's achievement. It promotes student attendance, a focus on studies, good grades, high test scores, and it reinforces the importance of goals and achievement. Learning matters and an education is the gateway to success as an adult.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Francisco Pinto, Principal

Contact Person Phone Number: 661-946-1041

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.

Student Enrollment by Grade Level (School Year 2012-13)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	391
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	129	Ungraded Secondary	0
Grade 7	359	Total Enrollment	879

Student Enrollment by Student Group (School Year 2012-13)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	28.20%	White	10.10%
American Indian or Alaska Native	0.20%	Two or More Races	0.90%
Asian	1.00%	Socioeconomically Disadvantaged	84.30%
Filipino	0.70%	English Learners	36.20%
Hispanic or Latino	58.40%	Students with Disabilities	5.60%
Native Hawaiian or Pacific Islander	0.30%		

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Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	--	--	--	--	--	--	--	--	--	--	--	--
1	--	--	--	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--	--	--	--
6	30.4	4	13	10	24.3	8	12	4	30.0	6	12	8
Other	--	--	--	--	--	--	--	--	--	--	--	--

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.2	1	13	11	28.0	7	12	10	32.0	--	--	22
Mathematics	30.5	0	14	9	29.8	3	12	9	32.0	--	11	11
Science	31.9	0	12	9	32.5	0	9	13	32.0	--	10	12
Social Science	32.0	0	10	11	32.5	1	8	13	32.0	--	12	10

III. School Climate

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan.

Cole Middle School's safety plan was reviewed and updated during the 2011-2012 school year.

Date School Safety Plan last reviewed: 2/27/2013

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of suspended students suspended divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	24.70	21.70	25.40	13.40	11.50	12.20
Expulsions	2.30	0.50	1.20	0.70	0.20	0.50

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IV. School Facilities

School Facility Conditions (School Year 2013-14)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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

Planned Improvements (School Year 2013-2014)

N/A

School Facility Good Repair Status (School Year 2013-14)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		repaired wall in 516, replaced ceiling tiles in Main Office and rooms 201,201,207,510,520
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		replaced light bulbs in Girls RR by gym, kitchen, rooms 205, 217, 507, replaced light cover in 508
Restrooms/Fountains: Restrooms, Sinks	X			repaired water pressure in room 505 and 508
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Summary of School Facility Good Repair Status (School Year 2013-14)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 2/12/2014

Completion date of inspection form: 2/12/2014

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	36	35	36	146
Without Full Credential	2	2	2	3
Teaching Outside Subject Area of Competence	2	2	2	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). 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.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	5	1
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Taught by Non-Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	400
Counselor (Social/Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	1.00	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	0.50	--
Social Worker	--	--
Nurse	0.25	--
Speech/Language/Hearing Specialist	1.30	--
Resource Specialist (non-teaching)	2.00	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2013-14)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. Information should also be provided specifying whether these instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board.

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.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook List

This table displays textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	McDougal-Little	2002
History-Social Science	Prentice Hall	2007
Mathematics	Glencoe	2008
Science	Holt, Rinehart, Winston	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 9/5/2013

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	--	--	--	--
District	--	--	--	\$65,386.00
Percent Difference - School and District	--	--	--	--
State	--	--	\$5,537.00	\$66,594.00
Percent Difference - School and State	--	--	--	--

Types of Services Funded (Fiscal Year 2012-13)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Before, During, and After School Mathematics and English-Language Arts support

Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,129.00	\$41,327.00
Mid-Range Teacher Salary	\$64,175.00	\$63,903.00
Highest Teacher Salary	\$86,817.00	\$81,573.00
Average Principal Salary (Elementary)	\$100,797.00	\$103,887.00
Average Principal Salary (Middle)	\$102,376.00	\$107,439.00
Average Principal Salary (High)	\$0.00	\$102,399.00
Superintendent Salary	\$135,169.00	\$155,551.00
Percent of Budget for Teacher Salaries	42.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on the modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards or without accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36%	39%	33%	37%	40%	36%	54%	56%	55%
Mathematics	25%	35%	26%	39%	43%	38%	49%	50%	50%
Science	61%	62%	51%	45%	48%	37%	57%	60%	59%
History-Social Science	35%	35%	29%	34%	34%	29%	48%	49%	49%

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.

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	36%	38%	37%	29%
All Students at the School	33%	26%	51%	29%
Male	27%	24%	53%	28%
Female	39%	27%	50%	30%
Black or African American	32%	22%	45%	24%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	31%	26%	51%	29%
Native Hawaiian or Pacific Islander				
White	43%	28%	66%	38%
Two or More Races				
Socioeconomically Disadvantaged	32%	24%	51%	30%
English Learners	13%	15%	26%	13%
Students with Disabilities	26%	19%	35%	9%
Students Receiving Migrant Education Services	31%	15%		

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pfi/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	20.80%	27.10%	33.50%
9			

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.

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X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	7	4	4

API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students at the School	773	698	2,329	713	4,655,989	790	-4	23	-28
Black or African American	205	652	553	664	296,463	708	-16	31	-13
American Indian or Alaska Native	1	--	4	--	30,394	743	--	--	--
Asian	9	--	24	897	406,527	906	--	--	--
Filipino	5	--	23	896	121,054	867	--	--	--
Hispanic or Latino	468	707	1,437	721	2,438,951	744	-9	25	-32
Native Hawaiian or Pacific Islander	3	--	9	--	25,351	774	--	--	--
White	76	743	242	739	1,200,127	853	--	--	--
Two or More Races	6	--	37	762	125,025	824	--	--	--
Socioeconomically Disadvantaged	647	691	1,928	703	2,774,640	743	-7	20	-24
English Learners	282	691	913	706	1,482,316	721	-8	5	-5
Students with Disabilities	62	542	212	538	527,476	615	--	--	--

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2012-13)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	No
Graduation Rate	n/a	n/a

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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		100.0%

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XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Teachers and staff involved in pupil instruction receive training in a multitude of ways. The teaching staff receives training with the following: analysis and use of data to determine learner success and gaps and to drive instructional practice and improvement; high yield research-based instructional strategies. Other trainings include: Thinking Maps; and AVID strategies.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days per School Year		
	2010-11	2011-12	2012-13
Annual number of school days dedicated to staff development	0	0	0