

Gifford C. Cole Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Gifford C. Cole Middle School
Street	3126 East Avenue I
City, State, Zip	Lancaster, CA 93535
Phone Number	(661) 946-1041
Principal	Senida Wade
Email Address	sdwade2@eastsideusd.org
School Website	https://www.eastsideusd.org/Domain/9
County-District-School (CDS) Code	19-64477-6108294

2022-23 District Contact Information

District Name	Eastside Union Elementary School District
Phone Number	(661) 952-1200
Superintendent	Dr. Joshua Lightle
Email Address	jlightle@eastsideusd.org
District Website Address	eastsideusd.org

2022-23 School Overview

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 students at Gifford C. Cole Middle School represent a variety of cultures and ethnic groups:

Hispanic or Latino: 67.3%
Black or African American: 22.2%
White 5.4%
American Indian or Alaska Native: 0%
Asian: 0%
Filipino: 2%
Native Hawaiian or Pacific Islander: 0.3%
Two or More Races: 2.7%

Currently 20.4% 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 serves a student population from the very low to middle socio-economic level. Approximately 90.5% of the students are Socioeconomically Disadvantaged.

The school consists of one principal, two assistant principals, two counselors, 33 certificated teachers, a part-time speech pathologist, a full-time district nurse, one school psychologist, and 41 classified staff members.

Vision:
Cole is an environment where all students are supported emotionally, intellectually, and physically. We utilize evidence-based instructional practices that provide a rigorous, standards-based educational program, that equips our students to meet the demands and opportunities of the 21st century.

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	333
Grade 8	328
Total Enrollment	661

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	22.2
Filipino	2.0
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.7
White	5.4
English Learners	20.4
Foster Youth	3.3
Homeless	4.7
Migrant	0.2
Socioeconomically Disadvantaged	90.5
Students with Disabilities	13.9



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.40	79.83	117.30	83.93	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.72	3.00	2.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.30	11.76	10.30	7.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.36	1.50	1.10	12115.80	4.41
Unknown	1.60	4.34	7.60	5.44	18854.30	6.86
Total Teaching Positions	36.80	100.00	139.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.60	74.06	109.50	79.21	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	3.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	13.89	15.60	11.31	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	5.56	3.00	2.17	11953.10	4.28
Unknown	2.30	6.47	5.10	3.69	15831.90	5.67
Total Teaching Positions	36.00	100.00	138.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.80	2.20
Misassignments	2.50	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.30	5.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.30
Local Assignment Options	0.30	1.60
Total Out-of-Field Teachers	0.50	2.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	5.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.70	3.10

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify ELA	Yes	0
Mathematics	Glencoe-McGraw-Hill 2015	Yes	0
Science	Amplify Science	Yes	0

School Facility Conditions and Planned Improvements

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 courts.

Year and month of the most recent FIT report

09/20/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X	X		
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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	22	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	11	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	646	629	97.37	2.63	26.39
Female	303	294	97.03	2.97	29.25
Male	343	335	97.67	2.33	23.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	143	138	96.50	3.50	12.32
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	438	427	97.49	2.51	29.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	35	34	97.14	2.86	38.24
English Learners	102	97	95.10	4.90	5.15
Foster Youth	21	21	100.00	0.00	28.57
Homeless	25	24	96.00	4.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	572	559	97.73	2.27	25.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	93	91	97.85	2.15	6.59

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	646	623	96.44	3.56	7.40
Female	304	291	95.72	4.28	6.90
Male	342	332	97.08	2.92	7.83
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	142	135	95.07	4.93	0.75
Filipino	13	13	100.00	0.00	23.08
Hispanic or Latino	439	425	96.81	3.19	9.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	7.14
White	35	34	97.14	2.86	0.00
English Learners	102	98	96.08	3.92	0.00
Foster Youth	21	21	100.00	0.00	4.76
Homeless	26	24	92.31	7.69	4.17
Military	--	--	--	--	--
Socioeconomically Disadvantaged	572	554	96.85	3.15	7.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	93	89	95.70	4.30	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	6.93	9.09	8.9	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	303	97.43	2.57	6.93
Female	146	140	95.89	4.11	5
Male	165	163	98.79	1.21	8.59
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	76	73	96.05	3.95	2.74
Filipino	--	--	--	--	--
Hispanic or Latino	205	201	98.05	1.95	6.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100	0	20
English Learners	35	35	100	0	2.86
Foster Youth	11	11	100	0	9.09
Homeless	11	11	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	274	268	97.81	2.19	7.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.2%	94.3%	95.2%	94.0%	94.9%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent involvement is a vital component to school and student success. Gifford C Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the main school office at (661) 946-1041.

Volunteer Opportunities:

- Classroom
- Office

Join Parent Support Groups:

- School Site Council (SSC)
- English Learner Advisory Council (ELAC)
- Parent Network & Support:

- Jr. Scholars

Attend Special Events & Workshops:

- Back to School Night
- Parent Resource Room Workshops
- Coffee & Conversations w/ Administrators & Counselors
- Cultural Celebration Nights
- 7th & 8th Grade Orientations
- Parent Conferences (October and March)
- Student Performances

• Visit our school website (<https://www.eastsideusd.org/Domain/9>) and Virtual Parent Resource Room (<https://classroom.google.com/c/MTY4MTc3OTkzNDkx?cjc=6xqgjc7>) for more information.

School-to-home communication is provided in both English and Spanish. School information is published and updated on the school's website and newsletter monthly and includes school policy changes, special events news, announcements, and helpful student/parent tips. Aeries Communication and Google Classroom message systems are used to quickly forward messages from school staff to each student's home. Parents may access Aeries Parent Portal to access their student's report cards, course grades, attendance, and homework assignments. Flyers and letters are distributed as needed throughout the year to share reminders and event information.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	739	711	196	27.6
Female	349	334	82	24.6
Male	390	377	114	30.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	172	160	60	37.5
Filipino	13	13	0	0.0
Hispanic or Latino	487	474	117	24.7
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	21	21	8	38.1
White	43	41	9	22.0
English Learners	152	151	33	21.9
Foster Youth	40	34	8	23.5
Homeless	37	35	17	48.6
Socioeconomically Disadvantaged	669	650	185	28.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	113	106	44	41.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.01	6.43	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	14.48	0.00	5.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.48	0.00
Female	16.62	0.00
Male	12.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	23.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	28.57	0.00
White	6.98	0.00
English Learners	11.84	0.00
Foster Youth	15.00	0.00
Homeless	16.22	0.00
Socioeconomically Disadvantaged	14.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.04	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Gifford C. Cole Middle School in collaboration with local agencies and the District Office to fulfill Senate Bill 187 requirements. The Eastside Union School District Office provides school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements. Components of Cole's school safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and approved by the school Safety Committee on 11/15/2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	19	4
Mathematics	26	7	12	6
Science	29		15	9
Social Science	29		19	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	15	5
Mathematics	24	12	10	5
Science	25	9	18	4
Social Science	26	7	15	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	16	13	3
Mathematics	24	10	10	5
Science	25	5	17	2
Social Science	25	7	14	3

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	220.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5161.56	47.81	5113.76	72537.48
District	N/A	N/A	9551.13	\$81,739
Percent Difference - School Site and District	N/A	N/A	-60.5	-11.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-25.3	-15.4

2021-22 Types of Services Funded

Gifford C. Cole Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Rtl (Response to Intervention) and Mtl (Multi-Tiered Instruction). We have identified individualized intervention strategies and monitor progress of students having difficulty with academic or social development. Embedded during and outside the regular school day, formal intervention programs include:

- Academic Intervention & Enrichment: a 1 hour extended period based on PBIS. Rtl students have access to a three-tiered support system which provides remediation, intervention and enrichment.
- On Campus Behavioral Intervention Program (PBIS)
- AVID: We offer the Advancement via Individual Determination (AVID) program as an elective to qualifying students. The program targets students with a grade point average ranging from 2.5 to 3.5, and who may be the first of their family

members to attend college. AVID equips students with the skills required to be successful in postsecondary education. WICOR strategies, are strongly emphasized. Organizational, study, and note-taking skills are key elements of the college preparation process.

- After School Extended Learning Program: provided three days a week. Students are engaged in a highly structured program that provides homework assistance, tutoring, enrichment, recreational activities, and sports. The program is offered daily after school until 4:15 p.m. for all students.
- Saturday School
- Math and ELA Support Classes & Academic Extension Utilizing Shmoop/iReady Diagnostic & Progress Monitoring
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,749	\$51,591
Mid-Range Teacher Salary	\$74,846	\$79,620
Highest Teacher Salary	\$102,472	\$104,866
Average Principal Salary (Elementary)	\$131,024	\$131,473
Average Principal Salary (Middle)	\$125,985	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$213,725	\$205,661
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All professional learning opportunities are carefully planned and topics are aligned to support the Common Core State Standards and the Eastside Union School District's vision. Planning time is provided for teachers to review student performance of common assessments that are based on Common Core State Standards. Site funds are available for staff to participate in off-site professional development. As a result, the school uses general staff meetings, grade level meetings, monthly workshops, and a limited number of other days to conduct professional development and staff development. Teachers are also provided district level professional development opportunities focusing on, but not limited to English Language Arts, Mathematics, and English Language Development. Teachers and staff involved in pupil instruction receive training in multiple ways. Professional development is ongoing, teachers are able to attend professional development opportunities off-site. Cole Middle School staff development training focused on:

- Academic Conversations
- Move This World
- Gradual Release
- Common Core State Standards
- Equity
- Focused Notetaking
- Google Classroom
- Instructional Practices Planning
- HERO
- iReady
- PBIS Training
- Professional Learning Communities
- Project Based Learning
- Restorative Practices
- Response to Intervention (Rtl)
- STEAM
- Student Engagement Strategies
- Technology

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3