

# Gifford C. Cole Middle School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Gifford C. Cole Middle School
<b>Street</b>	3126 East Avenue I
<b>City, State, Zip</b>	Lancaster, CA 93535
<b>Phone Number</b>	(661) 946-1041
<b>Principal</b>	Michael Richardson
<b>Email Address</b>	mrichardson@eastsideusd.org
<b>School Website</b>	<a href="https://www.eastsideusd.org/Domain/9">https://www.eastsideusd.org/Domain/9</a>
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	19-64477-6108294

### 2024-25 District Contact Information

<b>District Name</b>	Eastside Union Elementary School District
<b>Phone Number</b>	(661) 952-1200
<b>Superintendent</b>	Dr. Jezelle Fullwood
<b>Email Address</b>	jfullwood@eastsideusd.org
<b>District Website</b>	eastsideusd.org

### 2024-25 School Description and Mission Statement

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%

## 2024-25 School Description and Mission Statement

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.

**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 capacity 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	336
Grade 8	351
<b>Total Enrollment</b>	<b>687</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	22.4
Filipino	0.7
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	5.1
English Learners	20.4
Foster Youth	3.5
Homeless	9.5
Migrant	0.3
Socioeconomically Disadvantaged	91
Students with Disabilities	15.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.40	79.83	117.30	83.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.72	3.00	2.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.30	11.76	10.30	7.39	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.36	1.50	1.10	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.60	4.34	7.60	5.44	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	74.06	109.50	79.21	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	3.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	13.89	15.60	11.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	5.56	3.00	2.17	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.30	6.47	5.10	3.69	15831.90	5.67
<b>Total Teaching Positions</b>	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	87.09	108.50	74.63	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.00	5.50	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	3.91	20.80	14.33	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	2.71	1.90	1.32	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.10	6.26	6.10	4.22	14303.80	5.15
<b>Total Teaching Positions</b>	34.00	100.00	145.40	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	1.80	2.20	0
<b>Misassignments</b>	2.50	2.70	1.3
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	4.30	5.00	1.3

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	0.30	0
<b>Local Assignment Options</b>	0.30	1.60	0.9
<b>Total Out-of-Field Teachers</b>	0.50	2.00	0.9

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	5.2	3.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.70	3.1	0

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

## 2024-25 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

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Amplify ELA	Yes	0
<b>Mathematics</b>	Great Minds Eureka Math Squared	Yes	0
<b>Science</b>	Amplify Science	Yes	0
<b>History-Social Science</b>	SAVVAS/Pearson	Yes	0

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

## 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

08/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

#### 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.



## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	25	21	21	46	47
<b>Mathematics</b> (grades 3-8 and 11)	8	8	12	14	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	696	649	93.25	6.75	25.12
<b>Female</b>	324	306	94.44	5.56	29.08
<b>Male</b>	372	343	92.20	7.80	21.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	157	143	91.08	8.92	16.08
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	468	441	94.23	5.77	26.30
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	23	92.00	8.00	34.78

<b>White</b>	36	33	91.67	8.33	33.33
<b>English Learners</b>	134	127	94.78	5.22	8.66
<b>Foster Youth</b>	19	17	89.47	10.53	23.53
<b>Homeless</b>	82	75	91.46	8.54	30.67
<b>Military</b>	16	15	93.75	6.25	6.67
<b>Socioeconomically Disadvantaged</b>	630	587	93.17	6.83	24.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	109	97	88.99	11.01	0.00

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	695	642	92.37	7.63	8.26
<b>Female</b>	324	303	93.52	6.48	7.92
<b>Male</b>	371	339	91.37	8.63	8.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	156	142	91.03	8.97	2.11
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	468	437	93.38	6.62	9.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	23	92.00	8.00	17.39
<b>White</b>	36	32	88.89	11.11	12.50
<b>English Learners</b>	134	127	94.78	5.22	1.57
<b>Foster Youth</b>	19	17	89.47	10.53	5.88
<b>Homeless</b>	82	75	91.46	8.54	12.00
<b>Military</b>	16	15	93.75	6.25	0.00

<b>Socioeconomically Disadvantaged</b>	629	581	92.37	7.63	7.75
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	109	97	88.99	11.01	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	8.19	11.45	8.62	12.16	30.29	30.73

## 2023-24 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
<b>All Students</b>	364	339	93.13	6.87	11.21
<b>Female</b>	166	159	95.78	4.22	10.69
<b>Male</b>	198	180	90.91	9.09	11.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	83	76	91.57	8.43	3.95
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	240	225	93.75	6.25	12.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	23.08
<b>White</b>	22	19	86.36	13.64	5.26
<b>English Learners</b>	64	61	95.31	4.69	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	31	30	96.77	3.23	6.67
<b>Military</b>	13	12	92.31	7.69	0.00
<b>Socioeconomically Disadvantaged</b>	329	307	93.31	6.69	10.10
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	60	53	88.33	11.67	0.00

## 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.

#### 2023-24 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. The administration of the PFT requires only participation results 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	94.9	94.3	93.4	95.2	95.8

## 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.

#### 2024-25 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:

Attend Special Events & Workshops:

- Back to School Night
- Parent Resource Room Workshops
- Coffee & Conversations w/ Administrators & Counselors
- Cultural Celebration
- 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 will be 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	813	743	268	36.1
Female	385	345	127	36.8
Male	428	398	141	35.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	197	174	74	42.5
Filipino	--	--	--	--
Hispanic or Latino	535	494	169	34.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	11	50.0
White	44	39	9	23.1
English Learners	157	150	42	28.0
Foster Youth	34	30	7	23.3
Homeless	113	98	43	43.9
Socioeconomically Disadvantaged	738	679	247	36.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	119	43	36.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
14.48	16.97	14.51	5.91	9.3	9.3	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.39	0	0	0.2	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.51	0.00
Female	12.21	0.00
Male	16.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	26.90	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	31.82	0.00
White	13.64	0.00
English Learners	12.10	0.00
Foster Youth	26.47	0.00
Homeless	13.27	0.00
Socioeconomically Disadvantaged	14.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	23.31	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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

## 2024-25 School Safety Plan

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 11/27/2023.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	17	20	2
Mathematics	27	5	15	6
Science	28	4	16	4
Social Science	26	4	16	5

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	29	11	19	8
Mathematics	32	5	18	7
Science	30	7	15	6
Social Science	36	3	12	10



## 2023-24 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
<b>Pupils to Academic Counselor</b>	229

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	3
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	1.2
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	5161.56	47.81	5113.76	72537.48
<b>District</b>	N/A	N/A	9551.13	\$85,966
<b>Percent Difference - School Site and District</b>	N/A	N/A	-60.5	-16.9
<b>State</b>	N/A	N/A	\$10,771	\$94,129
<b>Percent Difference - School Site and State</b>	N/A	N/A	-71.2	-25.9

## Fiscal Year 2023-24 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. RtI (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:

## Fiscal Year 2023-24 Types of Services Funded

- 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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$49,927	\$57,839
<b>Mid-Range Teacher Salary</b>	\$79,935	\$90,040
<b>Highest Teacher Salary</b>	\$109,439	\$118,647
<b>Average Principal Salary (Elementary)</b>	\$137,575	\$144,639
<b>Average Principal Salary (Middle)</b>	\$137,575	\$148,270
<b>Average Principal Salary (High)</b>	\$0	\$161,275
<b>Superintendent Salary</b>	\$231,000	\$229,986
<b>Percent of Budget for Teacher Salaries</b>	27.56	30.79
<b>Percent of Budget for Administrative Salaries</b>	4.52	5.71

## 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. Professional development is provided in all subject matter, with emphasis on English Language Arts, Mathematics, and English Language Development. Cole Middle School staff development training focuses on:

- Academic Conversations
- Gradual Release of Responsibility
- Common Core State Standards
- Equity
- Focused Notetaking

## Professional Development

- Google Classroom
- Instructional Practices Planning
- i Ready
- PBIS Training
- Professional Learning Communities
- Project Based Learning
- Restorative Practices
- Response to Intervention (RtI)
- Student Engagement Strategies
- STEM

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	