

# Bill E. Young Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

| <b>School Contact Information</b> |                                |
|-----------------------------------|--------------------------------|
| <b>School Name</b>                | Bill E. Young Middle School    |
| <b>Street</b>                     | 220 S. International Blvd.     |
| <b>City, State, Zip</b>           | Calipatria, CA 92233           |
| <b>Phone Number</b>               | (760) 348-2842                 |
| <b>Principal</b>                  | Virginia Calsada-Medina        |
| <b>E-mail Address</b>             | vcalsada@calipat.com           |
| <b>Web Site</b>                   | www.byms.calipatriahornets.org |
| <b>CDS Code</b>                   | 13 - 63107 - 6008395           |

| <b>District Contact Information</b> |                                    |
|-------------------------------------|------------------------------------|
| <b>District Name</b>                | Calipatria Unified School District |
| <b>Phone Number</b>                 | (760) 348-2892                     |
| <b>Superintendent</b>               | Douglas Kline                      |
| <b>E-mail Address</b>               | dkline@calipat.com                 |
| <b>Web Site</b>                     | calipatriahornets.org              |

### School Description and Mission Statement (School Year 2018-19)

The mission of Bill E. Young, Jr. Middle School, a learning community with a tradition of high expectations, is to ensure an educational experience where students achieve their academic, personal and social potential through a system of learning distinguished by:

- A comprehensive and rigorous curriculum.
- A school environment of responsibility, service, respect, and trust.
- A variety of academic and social support programs and interventions.
- A strong partnership with family and community.
- A celebration of individual and school-wide achievement.
- A technology rich environment.

### Student Enrollment by Grade Level (School Year 2017-18)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| Grade 5                 | 80                        |
| Grade 6                 | 96                        |
| Grade 7                 | 95                        |
| Grade 8                 | 87                        |
| <b>Total Enrollment</b> | <b>358</b>                |

### Student Enrollment by Group (School Year 2017-18)

| <b>Student Group</b>                | <b>Percent of Total Enrollment</b> |
|-------------------------------------|------------------------------------|
| Black or African American           | 1.4                                |
| American Indian or Alaska Native    | 0.0                                |
| Asian                               | 0.3                                |
| Filipino                            | 0.3                                |
| Hispanic or Latino                  | 88.8                               |
| Native Hawaiian or Pacific Islander | 0.0                                |
| White                               | 8.4                                |
| Socioeconomically Disadvantaged     | 85.5                               |
| English Learners                    | 35.5                               |
| Students with Disabilities          | 10.3                               |
| Foster Youth                        | 1.1                                |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| <b>With Full Credential</b>   | 16      | 15      | 16      | 58       |
| <b>Without Full Credential</b>  | 4       | 5       | 3       | 5        |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 5       | 6       | 5       | 7        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator   | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments *</b>                 | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 1       |

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** October 2018

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b> | Houghton Mifflin Harcourt California Journeys,<br>Grade 5 & 6<br>Adopted in 2016<br><br>Houghton Mifflin Harcourt California Collections,<br>Grade 7 & 8<br>Adopted 2016 | Yes                              | 0   |
| <b>Mathematics</b>           | My Math by McGraw-Hill<br>Adopted in 2015<br><br>California Math Course 1, 2, 3 by McGraw-Hill<br>Adopted in 2015  | Yes                              | 0   |

| Subject                | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------|---|----------------------------------|---|
| Science                | Pearson Prentice Hall California Science Explorer<br>Adopted in 2007<br><br>MacMillan/McGraw Hill, California Science<br>Adopted in 2007  | Yes                              | 0   |
| History-Social Science | Houghton Mifflin History-Social Science<br>Adopted in 2006<br><br>National Geographic Learning/Cengage, World<br>History Ancient<br>Civilizations (2018)<br>National Geographic Learning/Cengage, World<br>History Medieval<br>and Early Modern Times (2018)<br>National Geographic Learning/Cengage, US History<br>American<br>Stories-Beginning to World War I (2018) | Yes                              | 0   |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is maintained in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear and/or in the process of being mitigated. We scored between 82 to 100 percent on the 15 categories of our evaluation. With an overall average school rating of 8 categories at 96% (90-98.99%) and school rating of Good.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year)                |               |   |
|--|---------------|---|
| Year and month of the most recent FIT report: December 6, 2018       |               |   |
| System Inspected   | Repair Status | Repair Needed and<br>Action Taken or Planned  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC,<br>Sewer                 | Good          |   |
| <b>Interior:</b> Interior Surfaces                                   | Fair          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation | Good          |   |
| <b>Electrical:</b> Electrical  | Fair          | Deficiencies were noted in Room 4 and 3. Light bulbs need to be changed. No clock was available for Room 13. It was noted to change light bulbs in rooms 21 and 14. Routine maintenance in Winter 2019 should address this issue. |

| School Facility Good Repair Status (Most Recent Year)                      |               |  |
|--|---------------|--|
| Year and month of the most recent FIT report: December 6, 2018             |               |  |
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 | Good          | Room 15 was missing cap to fountain. Room 19 notes 1 drinking fountain has no pressure. In room 17, 1 drinking fountain has no pressure and 1 has too much pressure. Routine maintenance in Winter 2019 should address this issue. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | Good          |  |
| <b>Structural:</b> Structural Damage, Roofs                                | Good          | Hairline crack on 1 or more walls in room 5, 6, and 7. Continue monitoring as part of regular maintenance.   |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences | Good          |  |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 6, 2018 |      |
|--|------|
| Overall Rating   | Good |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject   | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 39.0  | 42.0    | 44.0     | 43.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 22.0  | 21.0    | 26.0     | 25.0    | 37.0    | 38.0    |

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 358              | 352           | 98.32          | 42.05                   |
| Male  | 194              | 192           | 98.97          | 39.06                   |
| Female  | 164              | 160           | 97.56          | 45.63                   |
| Black or African American                     | --               | --            | --             | --                      |
| American Indian or Alaska Native              | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino                                      | --               | --            | --             | --                      |
| Hispanic or Latino                            | 316              | 312           | 98.73          | 42.31                   |
| White   | 32               | 32            | 100.00         | 34.38                   |
| Two or More Races                             | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged               | 304              | 298           | 98.03          | 38.26                   |
| English Learners                              | 162              | 159           | 98.15          | 34.59                   |
| Students with Disabilities                    | 39               | 37            | 94.87          | 0.00                    |
| Students Receiving Migrant Education Services | 63               | 62            | 98.41          | 45.16                   |
| Foster Youth                                  | --               | --            | --             | --                      |

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                     | 358              | 355           | 99.16          | 20.85                   |
| Male                             | 194              | 193           | 99.48          | 22.28                   |
| Female                           | 164              | 162           | 98.78          | 19.14                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | --               | --            | --             | --                      |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 316              | 315           | 99.68          | 20                      |
| White                            | 32               | 32            | 100            | 28.13                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 304              | 301           | 99.01          | 15.28                   |
| English Learners                 | 162              | 162           | 100            | 12.96                   |
| Students with Disabilities       | 39               | 37            | 94.87          | 0                       |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| Students Receiving Migrant Education Services | 63               | 62            | 98.41          | 9.68                    |
| Foster Youth                                  | --               | --            | --             | --                      |

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject                       | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|-------------------------------|--|---------|----------|---------|---------|---------|
|                               | School   |         | District |         | State   |         |
|                               | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 21.1  | 13.2                  | 28.9                 |
| 7           | 23.4  | 24.5                  | 26.6                 |

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

Family: The Bill E. Young, Jr. Middle School uses site and various community resources to assist students and their family. The School Site Council/ English Learner Advisory Committee receives reports on overall student assessment results in all academic areas and communicates the results to the entire school community. The SSC/ELAC also advises on the improvement of school programs. The principal and categorical counselor maintains a proactive relationship with families to promote student achievement and regular school attendance. Their efforts include home visitations and personal communications. The family is kept informed about school activities, calendar of events, and academic progress on a regular basis via school-to-home communications throughout the year through the school website, Facebook, monthly calendar, Newsletter, Parent Notices & Reminders, and emails. School also provided several parent workshops on Internet Safety, use of parent portal, and curriculum resources.

School: BYMS students are provided an agenda planner at the beginning of the school year to provide them with school procedures and assist them in their academic endeavors. The Site Plan for Student Achievement serves as a guide for site staff to coordinate state and federal programs that support student achievement.

District: BYMS collaborates and coordinates support services for student achievement with district staff on an ongoing basis. District Centralized Services staff provides technical assistance for state accountability, as well as staff professional development to support a standards-based core curriculum. The district board and administration will ensure that BYMS participates in all state standards-based assessments.

Community: BYMS works closely with community agencies to provide information to address the diverse needs of all students. Community organizations are able to promote their community events on campus. Little League, 4-H, and PAL are among the many programs that utilize BYMS resources.

### 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

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 9.0     | 9.2     | 6.8     | 5.3      | 4.9     | 4.4     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.0     | 0.3     | 0.5     | 0.1      | 0.2     | 0.2     | 0.1     | 0.1     | 0.1     |

#### School Safety Plan (School Year 2018-19)

It is Bill E. Young Middle School's goal to provide a safe, learning environment in which all students have access to a rigorous, grade-level curriculum and support for student growth and success.

We adhere to the three core beliefs that form the underpinnings of providing a safe school:

1. Everyone deserves to be respected, no matter their ethnic background, their age, their gender, their abilities.
2. Students, staff, parents, and community members have a stake in the school's success and a role to play in keeping it safe.



3. The school plays many roles and functions, it is a place to learn, a multi-service center that provides student and community services well beyond the traditional school day and beyond the scope of academic learning, a place where staff takes pride in their work and knows that they make a difference.

BYMS implements a strong and active Character Education Program and promotes student involvement and achievement, through school sponsored programs, recognition, enrichment and supplemental programs. The After School Program helps to provide a safe and learning environment for students after school hours. Implementation of WEB, (Where Everyone Belongs), trained student leaders to help mentor and transition 5th graders, to help reduce student conflicts, and improve student attendance. BYMS began schoolwide implementation of the Second Step Middle School SEL (Social Emotional Learning) classroom/grade-based program as part of our school's efforts to create a safer, more respectful learning environment that promotes school success for all. The program is designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. It teaches skills that strengthens students' ability to learn, have empathy, manage emotions, and solve problems. The program targets key risk and protective factors linked to a range of problem behaviors. The program is underpinned by the latest research in adolescent brain development and social psychology and has been refined through multiple pilot programs in classrooms throughout the country. Instead of scripted lectures, the program is dynamic, with relevant discussion-based content that offers practical skills and concepts for situations both in and out of the classroom. Lessons will include videos of real kids touching on issues applicable to their daily lives. School purchased a new security camera system to provide greater monitoring of campus and school cafeteria. Fire and disaster drills are held regularly and as prescribed by law with emphasis of locking down and reunification of students with parents. School has well established procedures and supports that ensure schools safety which include Staff Campus Supervision schedule for before and after school, campus designated loading and unloading zones, assembly protocols and procedures, cafeteria protocols and procedures, voice over internet protocol phone system, security alarm in all classrooms and campus buildings, all phones access to outside lines, requiring guests to sign in and out of office, maintenance staff available on site until 6 p.m. and staff training in CPR, Child Abuse Mandated Reporting, and SIMS/NIMS federal disaster response. In addition, our school has developed a collaborative working relationship with local agencies (Calipatria Police Department, Calipatria Fire Department, IC Sheriff Department, IC District Attorney Office, IC Behavioral Health, ICOE, Calipatria Fire Department) to ensure a safe and orderly school and neighborhood.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject               | 2015-16         |                      |       | 2016-17 |                 |                      | 2017-18 |     |                 |                      |       |     |
|-----------------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
|                       | 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+ |
| <b>English</b>        | 19.0            | 18                   | 5     |         | 17.0            | 14                   | 1       |     | 19.0            | 12                   | 3     |     |
| <b>Mathematics</b>    | 20.0            | 5                    | 2     |         | 18.0            | 6                    | 1       |     | 19.0            | 7                    | 3     |     |
| <b>Science</b>        | 24.0            | 2                    | 5     |         | 24.0            | 3                    | 4       |     | 25.0            | 2                    | 5     |     |
| <b>Social Science</b> | 23.0            | 3                    | 4     |         | 21.0            | 4                    | 4       |     | 23.0            | 3                    | 5     |     |

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 1.0                              | 360   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | 0                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0                                | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist (non-teaching)                  | 0                                | N/A   |
| Other   | 0                                | N/A   |

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$7,532                | \$1,427                  | \$6,105             | \$68,383               |
| District                                     | N/A                    | N/A                      | \$10,276            | \$72,434               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -50.9               | -5.8                   |
| State  | N/A                    | N/A                      | \$7,125             | \$63,590               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -15.4               | 7.3                    |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Bill Young Middle School offers general and categorical funded services. Resources utilized to support staff include general, LCFF, Title One, Special Education, Migrant, and ASES. Additional funds from Lottery and Common core supported services in 17-18. The site also received a USDA grant to support mathematics instruction/materials.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$46,612        | \$42,990                                     |
| Mid-Range Teacher Salary                      | \$63,107        | \$61,614                                     |
| Highest Teacher Salary                        | \$92,057        | \$85,083                                     |
| Average Principal Salary (Elementary)         | \$128,294       | \$100,802                                    |
| Average Principal Salary (Middle)             | \$130,570       | \$105,404                                    |
| Average Principal Salary (High)               | \$138,549       | \$106,243                                    |
| Superintendent Salary                         | \$156,594       | \$132,653                                    |
| Percent of Budget for Teacher Salaries        | 29.0            | 30.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 6.0  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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In coordination with the District, the staff at the Bill E. Young, Jr. Middle School site has several opportunities for staff development. A weekly staff planning day each Wednesday is designed for school site staff training, district articulation opportunities, and grade level planning. Bill E. Young, Jr. Middle School staff have prioritized this time to sustain training on Character Education, Site Discipline, EL goals, calibration of instruction to grade-level standards, and developing standards-based assessments. The school site principal serves as a site liaison to coordinate district wide and when necessary site-based staff development opportunities. An annual district wide professional development survey is conducted to assist the district in planning and prioritizing professional development training. In addition, progress monitoring of student achievement lends itself to the utilization of data to drive changes in instructional practices to improve student achievement. Staff is trained to support new and current curriculum, especially in math and English Language Arts/ELD. ELA and Math staff utilize the adopted curriculum's assessment tools and site quarterly benchmarks in all subject areas. In addition, ongoing training to support state testing, common core standards and technology use in instruction and learning. Opportunities to train staff to utilize technology in the classroom are supported to provide additional learning experiences for students and when necessary, provide differentiated instructional services. Training in 2018-19 is focused on math. Mathematics Professional Development Plan from October 9, 2018 through March 27, 2019, is being coordinated by ICOE. The training consisting of 3 full days and 8 half days will include: three major shifts in California framework, incorporation of 8 key practices, scope and sequence, CAASPP assessment targets, engagement and interactive number talk, pedagogical strategies to build conceptual understanding and thinking, building rigor, real world applications, analysis of SB blueprints, use of interim assessments, lesson modifications, formative assessments, and embedding 21st Century Learning Skills.

Bill E. Young, Jr. Middle School staff has prioritized grade level planning as an integral component to the district's Wednesday planning block. Staff is also encouraged to attend conferences and workshops to support the overall curriculum practices at the site. Time is allotted for teachers to share knowledge from conferences and training with other teachers at the weekly planning meetings. Master schedule is designed to facilitate common prep period for all grade 5 and 6 staff.