

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	El Capitan Middle School
Street	4443 W. Weldon Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-5270
Principal	Jeff Wimp
E-mail Address	jwimp@centralusd.k12.ca.us
School Website	ec.centralunified.org
CDS Code	10-73965-6006936
School Logo	 Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here .

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

El Capitan Middle School bears the name of the majestic El Capitan Peak in Yosemite National Park and it is the original middle school in Central Unified School District in the city of Fresno, CA. Located two miles west of highway 99, off of Blythe Avenue between Clinton and McKinley, it is in the heart of the fertile San Joaquin Valley.

El Capitan Middle School's student population receives differentiated programs for designated students which include the following: GATE, Special Education, Title I, and English Language Learners. The El Capitan After-School Program, contracted with the County Office of Education, provides a quality after-school program for approximately 290 students. Additionally, El Capitan has a School Site Council and English Learner Advisory Committee.

During the 2010-2011 school year, Central Unified School District adopted Guiding Principles. As an organization in Central Unified, El Capitan Middle School will use the Guiding Principles to direct our work. The statements within the Guiding Principles are as follows:

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day to ensure student learning.

Core values: Character, leadership, innovation, continuous improvement.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

El Capitan Middle School provides a number of opportunities for parents and the community to become involved at our school. These activities and committees include the following: 1) Invite all parents to all parent meetings such as Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and District ELAC; 2) Invite parents to students' performances and awards ceremonies, which include athletic, fine arts and academic achievement; 3) Invite all parents to visit the school anytime; 4) Provide home communication in primary language when possible; 5) Provide communication in a variety of forms: 2 formal opportunities to parent-teacher conference, agenda, phone dialers, web-site postings, digital calendar on the web-site, and communications from teachers; 6) Make personal phone calls for meeting reminders; 7) Provide translators at all school meetings, when needed; 8) Respond to suggestions from parents, addressed either orally or written, in a timely manner; 9) Invite parent attendance and/or participation during Back-to-School Night, Open House, History Day, and Portfolio Days.

Bi-Monthly ELAC, SSC, PTA meetings provide an opportunity for parents to discuss their ideas, receive information, maintain high expectations, and focus on a common vision for the school. We also offer Parent

Education Classes through FCOE to help parents with areas such as technology, nutrition, and assisting their students academically. A Home-School Compact is reviewed every year. The compact, which is signed by the principal, teacher, student and parent, highlights the importance of the educational experience to each student and reviews the roles/responsibilities of teachers, students and parents. Our teachers communicate with parents regarding their child by email, telephone, weekly progress reports (when requested), positive post cards, use of agenda and parent-teacher conferences. Our EL, Special Education, and other support staff make personal phone contacts, hold many parents/teacher conferences, and home visits to provide parents with information in their primary language and to encourage their involvement by helping them understand how to access and become involved in our school. Additional input from parents and community members is also sought at monthly meetings held with parent outreach programs. Active committees provide a regular opportunity for input and exchange of information that can directly effect policy decisions. El Capitan also contracts with Fresno County Superintendent of Schools (FCSS) to provide parent education opportunities on campus.

Parent Involvement Contact Person Name: Jeff Wimp, jwimp@centralusd.k12.ca.us

Parent Involvement Phone Number: (559) 276-5270

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

El Capitan's Site Emergency Response Plan contains school emergency procedures such as fire evacuation procedures, lock down procedures, earthquake and other emergency procedures. These drills are held on a regular basis. Two-way radios have been provided to staff for communication. The Site Emergency Response Plan also contains four components that describe the physical school site, the school's population, school policies, and procedures. Prepared in compliance with Central Unified School District Governing Board Policy, the safety plan is devoted to the welfare and safety of the students of El Capitan during school hours and during after school activities. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. In the event of a major emergency, El Capitan will activate their "Incident Command System" procedures. The components are reviewed and updated by the staff and Safe School Committee on a yearly basis. The school works closely with the district to address policy and procedural issues in relationship to the site and district plan.

A video camera surveillance system is an effective deterrent to crime and vandalism on the campus. El Capitan employs one full time liaison who works closely with students and staff to improve the safety of our campus. El Capitan has developed a very close relationship with the Fresno Police Department. Also, officers from the Graffiti Enforcement Department have had a major impact in ridding the school and community of graffiti.

School safety plan was reviewed with faculty on 8-9-2016 and 8-24-2016.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/14/2017

This section should be kept to 1-2 paragraphs.

El Capitan sits on 16 acres and 74,794 square feet. It contains 38 classrooms at 48,520 sq ft, and 8 restrooms at 1,633 sq ft. The oldest main building was built in 1960. The current enrollment is 715.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Wall pads are torn. Linoleum trim is missing and loose from wall. Ceiling tiles have stains. Rubber molding is torn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Window screen was replaced.
Electrical: Electrical		X		Light ballasts are out. Only one light switch works. Light diffuser bar is loose.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet loose at base.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating			X	

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	25	27	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	6	2	2	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	715
Counselor (Social/Behavioral or Career Development)	1.00	♦
Library Media Teacher (Librarian)	1.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.60	♦
Social Worker	0.00	♦
Nurse	0.60	♦
Speech/Language/Hearing Specialist	0.20	♦
Resource Specialist (non-teaching)	5.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

All textbooks are adopted from the most recent state-approved and local governing board approved list. The textbooks are consistent with the content and cycles of the curriculum frameworks which are adopted by the SBE. Every student, including English learners, has a textbook assigned to him/her for home use throughout the year. Classroom sets of books are available for classroom use so students are not required to carry books to and from school.

Textbooks are selected with input from all stakeholders during district-sponsored textbook selection committees.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify (7-8) Adopted 2016-17 ELD Hampton Brown Inside Language, Literature and Content Adopted 2010-11 Houghton Mifflin Access, 6-8 Adopted 2004-05 Pearson Unit Adopted 2016-17	Yes	0%
Mathematics	Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015 Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015 Carnegie Learning - Integrated Math I Adopted 2015-2016	Yes	0%
Science	Holt - Physical Science (Grade 8) Adopted 2007-2008 Holt - Life Science (Grade 7) Adopted 2007-2008 Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05 Sexual Health Education, Supplementary Adopted 2016-17	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Holt, Rinehart & Winston: Medieval to Early Modern, (7) Adopted 2006-2007 Holt, Rinehart & Winston: Independence to 1914 (8) Adopted 2006-2007 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05	Yes	0%
Foreign Language	EMC Paradigm- Accion (Adopted 05-06)	Yes	0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,337.71	\$185.74	\$4,151.97	\$60,602.36
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-41.2	-12.9
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-26.9	-18.3

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

All Title I students have access to consolidated program funds regardless of race, ethnicity, religion, gender or socioeconomic status.

Programs do not isolate or segregate students. Students may be temporarily assigned to a two-period English core based upon the results of the Language! Placement test, which is a comprehensive diagnostic test. Students may be temporarily assigned to a "Inside" reading intervention or math intervention class based on most recent SBAC scores, common assessments, and/or benchmark data. Students are enrolled in the regular

classroom or an elective when the diagnosed need has been alleviated.

English Language learners are enrolled in core academies to assist them with improvement of the following needs: acquisition of English language proficiency; proficiency in context-embedded subject areas like science and social studies; and proficiency in mathematics and mastery of basic math skills.

Identified needs of English Language Learners will be met by the following:

- ELD and SDAIE classes will focus on accelerated acquisition of English and the implementation of SDAIE and instructional strategies (i.e. Specially Designed Activities in English that help students become proficient in English).
- ELD teachers and content area teachers will be provided professional development on how to meet the needs of EL student.
- EL teachers will meet by department at least monthly to review data (benchmark, common assessments, student work, etc) for each student.
- EL teachers will meet with content area teachers at least monthly to review data (benchmark, ROLA, Language!Live, etc) for each EL or re-designated students.
- Students who are struggling in targeted area will be recommended for targeted intervention (i.e.: after-school math tutorial, reading intervention, small-group instruction, one-on-one assistance, instructional technology, instructional aide.)
- Bilingual instructional aides will assist teachers in providing targeted instruction and assistance to English-Language Learners.

Accelerated-student needs (including Title I) include the following:

- Challenging advanced learners
- Motivating advanced learners to perform at ability level

GATE and advanced students are enrolled in accelerated English, History, Math and Science courses. Teachers of accelerated learners are provided district support in understanding the unique learning needs of the accelerated learner.

Identified RSP and SDC students are provided a special education case manager who oversees the goals and educational plans that have been written in each student's Individualized Education Plan (IEP). Special education instructional aides assist in provided leveled, differentiated and targeted instruction under the direction of a credentialed teacher.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Beginning teachers receive training and support through the Induction Program. Teacher evaluation is viewed as a way to improve the instructional competence of teachers and enhance the curriculum. Probationary teachers are evaluated twice each year; tenured teachers once every other year. The district conducts an extensive in-service program for all teachers. Training is conducted by the FCOE, CUSD Educational Services, staff leaders and the principal. Selected staff is sent to in-services and conferences in their specialized subject areas. All teachers participated in district collaborative training. Staff is encouraged to take college method and curriculum courses and to be active in subject area professional organizations and activities, conferences and evaluations as a means to help this staff member improve his/her teaching performance.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	