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# Romoland School District

## Ethan A. Chase Middle School

### 2018-2019 School Accountability Report Card

#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



#### 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, the county, and the state. 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).

#### Superintendent's Message

The School Accountability Report Card provides parents and the community important information regarding Romoland School District's instructional programs and materials, academic achievement, facilities, and staff. This information is presented each year in individual reports prepared by each school.

The Romoland School District Mission Statement calls upon each of us to serve, challenge, and inspire "all students to achieve academic excellence, build character, and pursue lifelong learning." Romoland School District continues its commitment to this mission, preparing students for the rigor of high school academics and beyond. We are diligent in our efforts to build upon the strengths inherent in every student while supporting individual learning needs so that all students may reach new heights.

The district recognizes in today's challenging economy that we must maintain fiscal solvency and work with our community partners in order to provide rigorous, well rounded academic learning opportunities to students in quality, equitable school facilities. These are our Romoland School District goals; and we are pleased to partner with the community to serve, challenge, and inspire the future.

#### District Mission Statement

Romoland School District serves, challenges, and inspires all students to achieve academic excellence, build character, and pursue lifelong learning.

#### School Profile (School Year 2019-20)

Romoland School District is located in Homeland, California, a city in Riverside County. The District currently consists of four elementary schools and one middle school, serving about 4,200 students in grades transitional kindergarten through eight.

#### School Enrollment

School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. More importantly, attendance is a necessary part of the learning process and is critical to academic success. Regular daily attendance is a priority for the Romoland School District. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the School Attendance Review Board (SARB).

This charts illustrate the school enrollment by grade level and student group

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
6th	386	442	465
7th	396	399	458
8th	426	391	410
<b>Total</b>	<b>1,208</b>	<b>1,232</b>	<b>1,333</b>

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	6.1
Asian	1.6
Filipino	2.0
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.3
White	18.1
Two or More Races	1.2
EL Students	11.5
Socioeconomically Disadvantaged	76.3
Students with Disabilities	13.0
Foster Youth	1.0
Homeless	8.6

### Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Teacher Credential Status			
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	49	48	54	182
Without Full Credentials	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

### Instructional Materials (School Year 2019-20)

Romoland Elementary School District held a public hearing on September 10, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: September 2019					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
8th	Algebra I	Pearson	2018	Yes	0.0%
6th-8th	ELD	McGraw-Hill	2017	Yes	0.0%
6th-8th	Foreign Language	Vista Higher Learning	2017	Yes	0.0%
6th-8th	Health	Holt, Rinehart & Winston	2008	Yes	0.0%
6th-8th	Language Arts Interventions	McGraw-Hill	2017	Yes	0.0%
6th-8th	Math Interventions	McGraw-Hill	2009	Yes	0.0%
6th-8th	Mathematics	Big Ideas Learning	2018	Yes	0.0%
6th-8th	Reading/Language Arts	McGraw-Hill	2017	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
6th-8th	Social Science/History	Holt, Rinehart & Winston	2007	Yes	0.0%

### School Facilities (School Year 2019-20)

Ethan A. Chase Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 2013. The campus features a wide array of recreational and sports areas including a track and soccer field, two baseball diamonds, a football field, and basketball courts. The facility strongly supports teaching and learning through its ample classroom and playground space. Ethan A. Chase Middle School enjoys 50 permanent classrooms, one multi-purpose room, two amphitheatres, a cafeteria, a music room, a physical education building, a library and a staff lounge.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Ethan A. Chase Middle has two full-time and three part-time custodians to provide janitorial and maintenance services on campus. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The chart displays the most recent facilities inspection conducted at Ethan A. Chase Middle. Please note that all items listed in the chart have been remedied or are in the process of being remedied. The data in the chart was collected in October 2019.

School Facility Conditions				
Date of Last Inspection: 06/17/2019				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			504: cover plate. 608: light out.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			311: door latch. 506: interior door slams.

### 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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was

piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	36	38	36	38	43	43	48	50	50
Mathematics (Grades 3-8 and 11)	19	21	23	29	33	35	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	1342	1322	98.51	1.49	35.63	1323	98.58	1.42	23
Male	706	699	99.01	0.99	29.61	698	99.01	0.99	23.5
Female	636	623	97.96	2.04	42.38	625	98.12	1.88	22.44
Black or African American	86	85	98.84	1.16	35.29	85	98.84	1.16	16.47
Asian	23	23	100.00	0.00	65.22	23	100.00	0.00	47.83
Filipino	21	21	100.00	0.00	85.71	21	100.00	0.00	61.9
Hispanic or Latino	954	937	98.22	1.78	30.95	939	98.32	1.68	19.91
White	234	232	99.15	0.85	45.26	231	99.14	0.86	30.87
Two or More Races	20	20	100.00	0.00	55	20	100.00	0.00	35
Socioeconomically Disadvantaged	1029	1015	98.64	1.36	29.95	1015	98.64	1.36	18.74
English Learners	374	368	98.40	1.60	14.67	369	98.93	1.07	8.67
Students with Disabilities	164	161	98.17	1.83	5.59	161	98.17	1.83	3.11
Foster Youth	15	15	100.00	0.00	26.67	14	100.00	0.00	7.14
Homeless	125	123	98.40	1.60	25.2	123	97.62	2.38	17.07

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

### State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2018-19)

In the spring of each year, the schools of Romoland School District are required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.4%	18.3%	33.8%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Engagement State Priority: Parental Involvement

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

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

## Parent Involvement (School Year 2019-20)

Parents and members of the community assist in the support of the educational process through participation in decision-making, training, volunteer activities, and the creation of partnerships. Notifications are sent to all parents to become a part of the governing committee, School Site Council, English Learner Advisory Committee, and all student body activities. Nominations are held and committees are elected by a vote of their peers. Parents may also join the Parent Teacher Association (PTA), as well as become an individual parent volunteer.

## State Priority: School Climate

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

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

## Suspensions & Expulsions

The table displays the suspensions and expulsions at the school, district and state levels. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	4.71	4.65	5.00	0.00	0.00	0.00
District	2.15	1.86	1.90	0.00	0.00	0.00
State	3.65	3.51	3.50	0.09	0.08	0.10

## Safe School Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Romoland School District.

Many people visit the school campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted monthly and earthquake/disaster drills are conducted quarterly during the school year.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in November, 2019. An updated copy of the plan is available to the public at the school office.

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Professional Development

The district has a districtwide professional learning plan to ensure that all staff have access to professional learning. Every year, the district provides a full-day professional development session for all staff. Classified and certificated staff members are offered a broad-based variety of professional growth opportunities in technology tools, curriculum development, and instructional strategies during professional development sessions. All schools develop a professional learning plan to meet the needs of their individual school site and school initiatives. Each Wednesday is designated as a modified day throughout the school year. These days are used for professional development in site-specific areas of need and teacher/grade level lesson design. In addition to district scheduled professional development opportunities, classified and certificated staff members build skills through participation in conferences and workshops.

	Professional Development		
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
17	18	19	17	18	19	17	18	19	17	18	19	
By Grade Level												
6	26	28	28	24	16	15	34	33	45	26	35	27
By Subject Area												
English	24	26	27	11	10	14	24	18	12	6	9	13
Mathematics	26	29	28	7	4	7	16	12	14	9	11	10
Science	27	26	28	9	13	8	20	16	17	10	9	13
Social Science	29	29	31	4	3	4	11	11	7	13	13	17

## Counseling & Support Staff (School Year 2018-19)

It is the goal of Ethan A Chase Middle School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The school counselors provide individual counseling and support at Ethan A Chase Middle School.

Ethan A Chase Middle School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Ethan A Chase Middle School has two full-time school counselors. The charts display the Support Service Staff available to students. Note: 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.

Academic Counselor to Student Ratio	
2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	667

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.4
Bilingual Teacher	2	2.0
Counselor	2	2.0
Health Assistant	1	0.875
Library Technician	1	1.0
Mental Health Therapist	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Specialized Academic Aide	14	7.65
Specialized Academic Instructor	8	8.0
Speech/Language/Hearing Specialist	1	0.6
Student Advisor	1	1.0

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Romoland, Sun City, and other Riverside County libraries, which contain numerous computer workstations.

## District Revenue Sources (Fiscal Year 2018-19)

In addition to general state funding, Romoland School District received state and federal funding for the following categorical, special education and support programs:

- Local Control Funding Formula
- Title I
- Title II
- Title III (Immigrant & EL)
- Special Education
- Head Start and Early Head Start
- After School Education and Safety
- MediCal
- California Clean Energy
- Lottery (Instructional materials)
- TUPE

## District Expenditures (Fiscal Year 2017-18)

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,322
From Supplemental/Restricted Sources	\$1,069
From Basic/Unrestricted Sources	\$5,253
District	
From Basic/Unrestricted Sources	\$1,677
Percentage of Variation between School & District	213.2%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-30.0%

## Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2017-18		
	District	State
Beginning Teachers	\$50,688	\$49,378
Mid-Range Teachers	\$82,694	\$77,190
Highest Teachers	\$103,929	\$96,607
Elementary School Principals	\$123,904	\$122,074
Middle School Principals	\$131,086	\$126,560
High School Principals	-	\$126,920
Superintendent	\$203,249	\$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.0%	36.0%
Administrative Salaries	6.0%	6.0%

## School Site Teacher Salaries (Fiscal Year 2017-18)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$77,298
District	\$85,027
Percentage of Variation	-9.1%
School & State	
All Elementary School Districts	\$77,619
Percentage of Variation	-0.4%