

# A.G. Currie 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>                | A.G. Currie Middle School   |
| <b>Street</b>                     | 1402 Sycamore Ave.  |
| <b>City, State, Zip</b>           | Tustin, CA 92780  |
| <b>Phone Number</b>               | (714) 730-7360  |
| <b>Principal</b>                  | Erick Fineberg  |
| <b>E-mail Address</b>             | efineberg@tustin.k12.ca.us  |
| <b>Web Site</b>                   | <a href="http://www.tustin.k12.ca.us/Currie">http://www.tustin.k12.ca.us/Currie</a> |
| <b>CDS Code</b>                   | 30-73643-6085377  |

| <b>District Contact Information</b> |   |
|-------------------------------------|---|
| <b>District Name</b>                | Tustin Unified School District  |
| <b>Phone Number</b>                 | (714) 730-7301  |
| <b>Superintendent</b>               | Gregory A. Franklin, Ed.D.  |
| <b>E-mail Address</b>               | gfranklin@tustin.k12.ca.us  |
| <b>Web Site</b>                     | <a href="http://www.tustin.k12.ca.us">http://www.tustin.k12.ca.us</a> |

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

During the 2018-19 school year, A.G. Currie Middle School has placed continued focus on taking academic risks, engaging in a rigorous curriculum and making/building relationships with our students through year 2 implementation of Restorative Practices. Instructionally, we have placed a strong emphasis on best first or Tier I instruction along with how we respond when students understand or don't understand the content in order to maximize student learning. The schools vision is to be a National Blue Ribbon School through developing relationships between and among students and teachers, in order to grow students who are socially and emotionally connected, passionate for learning, and academic risk-takers within a rigorous curriculum. In order to support that vision, Currie's mission is to provide a safe, rigorous learning community that prepares and inspires all students to be the best version of themselves with limitless options.

To help accomplish our mission and vision, the administration, students, staff, and parents are encouraged to instill three core values that best represent A.G. Currie Middle School. Those three core values are illustrated in what it takes to be RAD. Respect Myself and Others, Accept Responsibility and Do the Right Thing. We believe in the importance of developing resilience within our school community of being determined during tough times to work through the difficulties our students face on a daily basis. We are accountable to ourselves, as staff, students, parent, and community members to build relationships with students, to prioritize, embrace challenges, set goals, practice, take risks, compete and finish strong in all we endeavor. We will work in unity toward common goals with consistency in learning and behavioral expectations, instructional strategies, and supports to aid all students in meeting high levels of achievement. Our students will develop the courage and personal integrity to take academic risks, to achieve high levels of achievement by setting goals, and stretching beyond their comfort levels.

We believe a promising strategy for achieving the mission of A.G. Currie Middle School is to develop our capacity to function as a professional learning community. We continue to be a school in which all stakeholders have high expectations for all and we accept no excuses for below standard work. With the implementation and reinforcement of our core values, as well as the data that is collected to help drive our instruction, we are confident that all students will work at the highest of levels with limitless options.

The school is working toward growth in all areas specifically in three areas. School wide goals include: By May 2019, Currie Middle School students will receive instruction based on a proactive response to student achievement through evaluation of student learning and adjustment of instruction so that all grade levels and departments will achieve at least 50% of their unit goals for student achievement as measured by department created end of unit summative and formative assessments. By May 2019, students will receive effective First or Tier I instruction through the implementation of collaborative structures, learning objectives and independent practice time with frequent feedback to improve learning. As a result, 70% of students will score proficient or higher as measured by two district wide writing prompts. By May 2019, 75% of Currie Middle School Students with Disabilities will meet at least 75% of their IEP goals through incorporation of the MTSS Strategies during our Tutorial and Directed Studies periods as well as the inclusion of alternative research based intervention programs.

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

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 6</b>          | 236                       |
| <b>Grade 7</b>          | 209                       |
| <b>Grade 8</b>          | 263                       |
| <b>Total Enrollment</b> | 708                       |

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

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.1                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 2.4                         |
| Filipino                            | 1.0                         |
| Hispanic or Latino                  | 91.2                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 3.4                         |
| Socioeconomically Disadvantaged     | 83.2                        |
| English Learners                    | 43.1                        |
| Students with Disabilities          | 16.1                        |
| Foster Youth                        | 0.6                         |

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 35      | 30      | 29      | 917      |
| Without Full Credential  | 0       | 0       | 0       | 2        |
| Teaching Outside Subject Area of Competence (with full credential) | 4       | 2       | 4       | 53       |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments *                 | 4       | 2       | 4       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

| 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> | <p>State-Adopted Textbooks<br/>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials<br/>National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p> | Yes                              | 0%  |
| <b>Mathematics</b>           | <p>State-Adopted Textbooks<br/>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. CPM Core Connections – Course 1, 2, and 3 (2013), Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6, and Course 2: Pre-Algebra (2008), McGraw Hill Glencoe Algebra 1 (2018), and McGraw Hill Glencoe Geometry (2018) are the adopted textbooks for middle school Mathematics.</p>  | 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 |
|-------------------------------|--|----------------------------------|---|
| <b>Science</b>                | <p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p> | Yes                              | 0%  |
| <b>History-Social Science</b> | <p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District.</p>  | Yes                              | 0%  |
| <b>Foreign Language</b>       | <p>State-Adopted Textbooks</p> <p>Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District.</p>                          | 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 |
|---------|---|----------------------------------|---|
| Health  | Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in middle school. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008. | Yes                              | 0%  |

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

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the 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.

AG Currie is situated in a residential area. AG Currie shares 35 acres of land with Jean Thorman Elementary School. Students and staff are proud of AG Currie Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. The facilities include a multipurpose room where many District, community, and site performances, workshops, parent and student meetings, special assemblies and concerts take place, as well as an outdoor stage that serves as a home for assemblies and Associated Student Body activities we hold on campus during the school day. In addition, a large Activity Center was constructed in February of 2013.

The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends.

Tustin Unified School District's Board of Education approved modernization plans in October 2010 for Currie's 400, 500, and 600 classroom buildings. The modernization improvements were completed during summer of 2012 and included new exterior doors, lighting, windows/solar tubes, and technology. In early September 2018, a solar project was completed at Currie. The project provided shade to the parking lot and field area along with generating additional no cost power to the school site.

**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)<br>Year and month of the most recent FIT report: 11/07/18 |               |  |
|---|---------------|--|
| System Inspected  | Repair Status | Repair Needed and<br>Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC,<br>Sewer   | Good          |  |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 11/07/18 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Interior:</b> Interior Surfaces  | Good          |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation  | Good          |   |
| <b>Electrical:</b> Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains  | Good          |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good          |   |
| <b>Structural:</b> Structural Damage, Roofs   | Good          |   |
| <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: 11/07/18 |           |
|--|-----------|
| Overall Rating   | Exemplary |
|  |           |

## 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> | 37.0  | 34.0    | 62.0     | 63.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 18.0  | 18.0    | 52.0     | 53.0    | 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                     | 680              | 670           | 98.53          | 34.03                   |
| Male                             | 346              | 342           | 98.84          | 28.07                   |
| Female                           | 334              | 328           | 98.20          | 40.24                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 18               | 18            | 100.00         | 61.11                   |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 625              | 616           | 98.56          | 32.31                   |
| White                            | 19               | 19            | 100.00         | 47.37                   |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 567              | 560           | 98.77          | 33.57                   |
| English Learners                 | 487              | 479           | 98.36          | 26.72                   |
| Students with Disabilities       | 93               | 93            | 100.00         | 4.30                    |
| 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                     | 680              | 674           | 99.12          | 17.8                    |
| Male                             | 346              | 341           | 98.55          | 17.01                   |
| Female                           | 334              | 333           | 99.7           | 18.62                   |
| Black or African American        | --               | --            | --             | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 18               | 18            | 100            | 55.56                   |
| Filipino                         | --               | --            | --             | --                      |
| Hispanic or Latino               | 624              | 619           | 99.2           | 15.99                   |
| White                            | 20               | 20            | 100            | 30                      |
| Two or More Races                | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged  | 566              | 560           | 98.94          | 16.79                   |
| English Learners                 | 487              | 483           | 99.18          | 12.42                   |
| Students with Disabilities       | 93               | 93            | 100            | 3.23                    |
| 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 |
| 7           | 27.3  | 20.0                  | 17.6                 |

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)

In collaboration with our school community liaison, AG Currie Middle School supports parent education nights on a variety of topics, family events, and supports the instructional program by supporting the purchase and development of technology and enrichment programs as well as parenting meetings that can be implemented at home. Our PTA is also very active in the community as a whole by helping to support TUSD and City of Tustin events such as the Dino Dash, Save our Sports Program, Tustin Tiller Days, Community Parking Lot Sales, and other activities.

All parents are encouraged to become involved in the School Site Council and our English Language Advisory Committee. All school events including performances, student celebrations, Family Nights, Movie Nights, Back-to-School Night, At-Risk conferences, and Report Card Nights are well attended. Language translation services are offered to families whose primary language is other than English.

Communication is a priority for the principal. A newsletter, Cougar News, is posted on the school website bi-monthly to keep parents informed of all upcoming events and current school issues. Parents have been supported in gaining access to email and communications are sent out as well as student registrations are done electronically along with electronic student report cards. AG Currie Middle School also provides our parents with Internet-based access to their child's current classroom grades and attendance as well as training on how to use the online software. All AG Currie teachers post nightly or weekly homework assignments on their website pages or google classroom. The principal and community liaison host regular "Principal Coffee" meetings which provide an informal opportunity for parents to learn about current school events, strategies to help their children succeed, and high school transition information. Parent training is provided free of charge as well as ESL classes at the school site. The community liaison and school staff supports parents and students through daily after school behavior/academic support throughout the year, support in accessing Aeries Parent Portal, navigating the school website, and accessing community-based resources to assist our families.

In addition to the above mentioned proactive communication, AG Currie Middle School also holds At-Risk conferences twice a year where teachers, parents and students can gather to help address individual issues that some students may have on campus, as well as Back to School Night and Report Card Night where parents can attend, and speak with their students' teachers' regarding their progress.

For additional information, the Bilingual Community Liaison, Irene Thomas, is available to answer questions at (714) 730-7360.

**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> | 10.6    | 11.5    | 8.8     | 2.5      | 2.8     | 2.7     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.2     | 0.6     | 1.1     | 0.0      | 0.0     | 0.1     | 0.1     | 0.1     | 0.1     |

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

Date Last Reviewed by School Site Council (SSC): 10/16/18  
 Date Updated and Approved by SSC: 11/27/18  
 Date Discussed by Staff: 08/9/18

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of school wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline; school safety goals and objectives.

All classrooms are equipped with an emergency backpack storing attendance sheets, first aid kit, triage cards, and a flashlight. Students and staff are familiar with fire and earthquake emergency procedures, intruder alert, and bus evacuation drills. In addition, all staff members are assigned certain responsibilities on campus, from facility security to search and rescue, in the event that an emergency or disaster should take place. A.G. Currie Middle School also takes part in the Great Southern California Shakeout in October. We hold disaster drills on a quarterly basis, alternating between fire drills and disaster drills. Collaboratively, we work with local law enforcement agencies to develop a Crisis Response Kit containing aerial campus photos, student health records, evacuation procedures, a campus blueprint, etc.

**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+ |
| English        | 26.0            | 5                    | 16    | 7   | 27.0            | 4                    | 17    | 6   | 28.0            | 6                    | 10    | 7   |
| Mathematics    | 25.0            | 3                    | 20    | 1   | 27.0            | 6                    | 12    | 8   | 29.0            | 1                    | 11    | 7   |
| Science        | 27.0            | 4                    | 9     | 8   | 32.0            |                      | 6     | 10  | 33.0            |                      | 4     | 10  |
| Social Science | 27.0            | 3                    | 10    | 5   | 29.0            | 1                    | 12    | 5   | 31.0            | 2                    | 6     | 7   |

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                                  | 1.4                              | 505   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | .6                               | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | .4                               | N/A   |
| Speech/Language/Hearing Specialist                  | 1                                | 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                                  | \$7,011                | \$1,052                  | \$5,959             | \$84,869               |
| District                                     | N/A                    | N/A                      | \$6,218             | \$85,850               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -4.3                | -1.1                   |
| State  | N/A                    | N/A                      | \$7,125             | \$80,764               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -17.8               | 5.0                    |

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)**

AG Currie Middle School receives categorical funding in the areas of Title I and Local Control Funding Formula - ELL. All categorical expenditures are monitored and approved for appropriate alignment to the SPSA and program guidelines by multiple centralized support personnel within Tustin Unified School District. Rationales for expenditures must be provided, aligned, and approved prior to purchase and use. These safeguards of fiscal support allow us to provide the necessary and appropriate support for our under-performing students.

The majority of site categorical funding is used for supplemental student interventions, staff development, and personnel costs. Staff development is focused on targeting skill instruction and providing in-services on research based best practices in the core instructional areas related to best first or Tier I instruction, intervention and acceleration, Professional Learning Communities (PLCs) and building relationships with students and connectedness to school. Personnel costs include additional sections to support student success, a full time School Counselor, additional sections to lower class sizes in high impact areas for ELL students, instructional coach, and a portion of the Community Liaison's salary. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, English Language Development, Student Wellness and School/Community Partnerships.

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

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51,636        | \$47,903                                     |
| Mid-Range Teacher Salary                      | \$83,297        | \$74,481                                     |
| Highest Teacher Salary                        | \$110,872       | \$98,269                                     |
| Average Principal Salary (Elementary)         | \$140,065       | \$123,495                                    |
| Average Principal Salary (Middle)             | \$158,854       | \$129,482                                    |
| Average Principal Salary (High)               | \$159,484       | \$142,414                                    |
| Superintendent Salary                         | \$329,796       | \$271,429                                    |
| Percent of Budget for Teacher Salaries        | 37.0            | 35.0   |
| Percent of Budget for Administrative Salaries | 5.0             | 5.0  |

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)**

All professional development is driven by student achievement results. Frequent, regular assessments are shared throughout departments to increase understanding of student learning and effectiveness of our teaching. Based on both, professional development needs are identified.

Department Coaches are in place in Math, Language Arts, Science and PE. The four teachers have weekly meetings with the principal to establish goals, monitor progress and drive instruction forward. There are also monthly meetings with the Department Coaches, principal, assistant principal and Teacher Coach. The goal is to build capacity within the teachers and to insure that the school remains in line with the three year plan for professional development.

Our site level Professional Development Plan aligns to our School Plan for Student Achievement, school Mission/Vision and School Wide, Teacher Goals and administrator goals. Our 3-year professional development plan is also aligned to the California Standards of the Teaching Profession. Based on teacher's annual professional goals and objectives, professional development opportunities are identified to meet the standards. The professional teaching standards promote student access to grade level and content area standards.

In addition to our teachers, our administrators and counselors also attend a variety of professional in-services dealing with a variety of issues that affect our school. The AG Currie Middle School has adopted department and school wide signature practices as part of our school wide goal in writing across all curricular areas as well as the adoption of a new mathematics curriculum and adoption of the Workshop model in English Language Arts classrooms. Over 90% of teachers attended a variety of trainings over the summer including AVID, Writer's and Readers Workshop, Restorative Practices, CPM Mathematics adoption, and Project Lead the Way. Site coaches in cooperation with administration planned school wide follow up sessions to ensure that a common instructional language is used. All site staff continue to successfully implement the use of their signature practice across all content areas.

Teachers have received extensive professional development centered around Restorative Practices as well as Professional Learning Communities. A 30-hour a week consultant was brought on to support teacher learning and provide on site training and coaching to teachers in Restorative Practices. During the summer, teachers were provided with an overview as well as strategies for implementation. In regards to PLCs, teachers were trained in effective meeting protocols, goal setting, individualized instruction and data analysis. Additionally, after school, before school and weekend training are utilized.

Every Wednesday, students are dismissed at 1:26 p.m. to provide staff with nearly 60 minutes of collaboration time each week. The meetings are formatted for professional development in-services, grade/department level Professional Learning Community time and/or classroom work/planning time.