

Blaker-Kinser Junior High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Blaker-Kinser Junior High School
Street	1601 Kinser Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1810
Principal	Paul Rutishauser
E-mail Address	prutishauser@ceres.k12.ca.us
Web Site	http://ceresblaker.sharpschool.net/
CDS Code	50-71043-6112346

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Dr. Scott Siegel, Ed.D
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

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

Blaker-Kinser Junior High is located in the community of Ceres in the central San Joaquin Valley. The school enrollment is 708 7th and 8th grade students, with an average of 95.74% average daily attendance. The ethnic composition of the student population is 84.39% Hispanic, 8.98% White, not of Hispanic origin, 4.41% Asian, 1.66% African American, .28% American Indian, .55% Other. English learners comprise 13.8% of our student population and 95.74% of the students qualify for the National School Lunch Program.

The original school campus was built in 1994 (Phase I) and the buildings have been well maintained. Phase II was completed in 1998 with the addition of six classrooms, a music building, art building, technology building, home economics building and gymnasium. Construction on six additional classrooms was completed in the late fall of 2006. The school is nicely landscaped and encompasses 23 acres. The grounds include pickle ball courts, ¼ mile track, football field, soccer fields, basketball courts and two softball diamonds.

The Blaker-Kinser staff includes 29 certificated teachers, a principal, an assistant principal, two learning directors, and an administrative assistant. All the teachers met the rigorous NCLB criteria to be highly qualified in their subject area. Specialized programs include music, art, technology, as well as four special education teachers. Support staff include one part time nurse, one full time health clerk, one part time school psychologist, one full time mental health clinician, one part time behaviorist, an office manager, three full time secretaries, one part time attendance clerk, one full time ASB clerk, one library media clerk, one full time campus supervisor, three campus supervision assistants, seven paraprofessionals, four custodians, and six cafeteria employees.

Parent involvement is highly encouraged by all staff members. We have an active School Site Council, English Learner Advisory Committee, and Family Engagement Committee. Parents are invited to attend all school events, including Back to School Night, parent/teacher conferences, sporting events, performances, and evening technology sessions. Blaker-Kinser has also enjoyed an increasing amount of community support as demonstrated by local businesses donating time and money to our programs.

The school staff encourages parent participation on campus in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms and often volunteer to supervise school sponsored events such as school dances and chaperoning field trips. Information regarding upcoming events and special activities is sent home regularly through the Connect Ed phone messaging system, Remind101 text messages, personal phone calls, school website, parent diners, parent portal, google calendar, and monthly newsletters. Regular communication between home and school is an important factor in student success.

Blaker-Kinser Junior High School uses site-based teams, with the goal of increasing communication and collaboration among all stakeholders. Teams comprised of teachers, administrators, classified staff, parents and students address specific areas of concern to the school community. Feedback is then given to the Department Leader Committee, the School Site Council, and the English Learner Advisory Committee (ELAC), which provide input and report back to the school staff.

Over the past few years, Blaker-Kinser teachers and administrators attended Professional Learning Communities conferences to learn more about creating professional learning communities and leading staff development. New teachers and staff will continue to attend PLC conferences to ensure consistent team practices. During school year, planning time will continue to be used to implement Professional Learning Communities at Blaker-Kinser.

As a Program Improvement school, we are working with our district to plan and implement an alternative governance plan to improve student achievement.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	324
Grade 8	351
Total Enrollment	675

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	3.4
Filipino	0.6
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.4
White	8
Two or More Races	0.1
Socioeconomically Disadvantaged	89.5
English Learners	20.3
Students with Disabilities	11.1
Foster Youth	0.4

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	29	27	553
Without Full Credential	3	0	2	41
Teaching Outside Subject Area of Competence (with full credential)	5	4	4	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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 October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grade 7 Pearson/Prentice Hall Focus on Life Science (2006) Grade 8 Pearson/Prentice Hall Focus on Physical Science (2006)	Yes	0%
History-Social Science	Grade 7 Pearson/Prentice Hall Medieval & Early Modern Times CA Edition (2006) Grade 8 Pearson/Prentice Hall Discovering Our Past; the American Journey to WW I CA Edition (2006)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

Blaker-Kinser has a safe, clean, well-maintained campus that includes a cafeteria, gymnasium, football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize our facility due to the quality of the facility.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 3/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Grounds: There is an electrical outlet that is not covered outside of Classromm 1001.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Mechanical Room: There is a fire extinguisher that has not been inspected in the Mechanical Room.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/20/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	36	40	39	38	48	48
Mathematics (grades 3-8 and 11)	12	14	20	21	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	683	669	97.95	40.36
Male	339	332	97.94	32.83
Female	344	337	97.97	47.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	23	95.83	43.48
Filipino	--	--	--	--
Hispanic or Latino	582	571	98.11	39.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	43.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	622	608	97.75	38.82
English Learners	368	359	97.55	31.48
Students with Disabilities	77	73	94.81	8.22
Students Receiving Migrant Education Services	18	18	100	38.89
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	683	675	98.83	13.93
Male	339	336	99.12	11.9
Female	344	339	98.55	15.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100	25
Filipino	--	--	--	--
Hispanic or Latino	582	576	98.97	13.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	10.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	622	614	98.71	13.36
English Learners	368	365	99.18	9.86
Students with Disabilities	77	74	96.1	2.7
Students Receiving Migrant Education Services	18	18	100	11.11
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	63	57	50	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.7	22.2	21

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Blaker-Kinser Junior High School is a Family Friendly School offering a variety of opportunities to families so they may contribute to the success of their students and be engaged in the school community as a whole. The school has scheduled meetings throughout the year that support family involvement through our School Site Council, Family Engagement Team, English Language Advisory Committee, Coffee Connect and Parent Dinners and administrator/family gatherings. Opportunities for volunteerism are publicized at our Shark Migration orientation, monthly newsletters, and through personal invitation by administration and Family Engagement Leadership Team. Parents often assist with student extracurricular activities, front office assistance, field trips, fundraising, and planning future events. Courses for parents and guardians related to supporting their students through school and into college or careers are offered every other year through the FACTOR Program. Our Connect Ed phone system and Remind 101 allows teachers and our office to communicate with parents through messages in their home language throughout the year. Formal parent/teacher conferences occur twice a year, and as needed meetings take place throughout the school year. All of our meetings, phone calls, and print information are in both English and Spanish. For information about these family opportunities, contact the Assistant Principal, Angelica Mariscal, 209-556-1810.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	27.3	12.7	9.4	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	1.2	0.7	0.1	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Safe School Plan is reviewed each year with all school stakeholders including students, staff, and parents in School Site Council. Input is taken from all groups through meetings and surveys in the fall and needed revisions will be made in January of each year. The plan will then be submitted to the School Site Council in February and then the School Board for approval by March. The plan addresses issues of school climate and the school's physical environment. The school's Foundation Team, "Renaissance /PRIDE", observe, review data, evaluate, and revise activities in these two areas throughout the year as needed. The Renaissance/PRIDE Team contains members of teaching staff, administration, and students. Blaker-Kinser Jr. High has three goals that relate to school climate including: school-wide rules and procedures, high risk behaviors, and student motivation and connectedness. Activities to address bullying, attendance, student activities, conflict resolution and counseling needs have been a focus in this area. The category of the school's physical environment has three goals as well, including: disaster preparedness, arrival and dismissal procedures, and improved security and supervision.

D. 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	27	5	16	6	26	7	14	8	26	6	18	4
Mathematics	29	2	13	10	27	3	22	4	22	18	14	1
Science	29	2	13	8	30	2	15	7	29	1	15	7
Social Science	29	3	10	10	30	1	16	7	27	4	19	2

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	362
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other		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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,170.60	1,857.61	6,312.99	72,922.78
District	N/A	N/A	6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-2.1	-4.2
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	9.1	-0.3

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

Types of Services Funded (Fiscal Year 2016-17)

The new Local Control Funding Formula (LCFF) allows more flexibility in terms of how funds are being used to help students. Though more funds can be used with less restriction on specific demographics or categories of students, monies used must relate directly to goals identified in Local Control Accountability Plan (LCAP). This ensures all expenditures are accounted for and used responsibly towards achieving goals identified by the district and governing board. The Single Plan for Student Achievement identifies areas of focus for the school site. A majority of the funds are used for supplemental materials for instruction, professional development for teachers, and continuing to progress as a family friendly school.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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)

The school site had 17 planning days and 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. In addition, staff has additional time during late start planning days to meet and collaborate.

All Language Arts teachers have had Springboard Instruction training and have fully implemented the Springboard curriculum at Blaker-Kinser. In addition to this training, the entire Blaker-Kinser staff has had training in instructional strategies that include school-wide literacy training, academic vocabulary, power writing, and EL strategies. All departments will continue to meet with district coaches throughout the year during structured Lesson Study. All teachers participated in the Ceres Certification of Direction Instruction professional development provided by our district coaches. 13 teachers have completed certification for Direct Instruction with several more working towards this goal. In addition, many BK teachers participated in voluntary summer academies focused on Science, Literacy, and Math.

All Blaker-Kinser faculty and administrators have attended Professional Learning Communities at Work conferences.

The district participates in BTSA, PAR, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.