



BOBBY DUKE MIDDLE SCHOOL

Grades 7-8
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

Dear Parents,

It is with great pleasure that I welcome you to Bobby G. Duke Middle on behalf of the Bobby Duke staff. We all hope that each student has a rewarding and positive experience this year at Bobby Duke Middle School. Middle school is truly a time and place of change and we hope to work with you in guiding our students through the various challenges that they will face during this time of growth and learning. We hope that you have a wonderful middle school experience and look forward to working cooperatively with you in making it a memorable one for all students.

School Vision

Bobby G. Duke Middle School will be a dynamic, safe environment that ensures learning for all students and addresses physical, social, emotional, and academic needs. Together with community and family support, we will foster lifelong learning.

School Mission

All students, upon leaving Bobby Duke Middle School in two years, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 6-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. This foundation will support an academic and social bridge between middle and high school levels.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Bobby Duke Middle School opened in September 2007 and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2015-16 school year, 742 students were enrolled, including 10.9% students with disabilities, 47% English Language Learners, and 97.2% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	
American Indian or Alaskan Native	0.4%	Grade 1	
Asian		Grade 2	
Filipino		Grade 3	
Hawaiian or Pacific Islander		Grade 4	
Hispanic or Latino	98.6%	Grade 5	
White (not Hispanic)	0.5%	Grade 6	
Two or More Races		Grade 7	370
Socioeconomically Disadvantaged	97.2%	Grade 8	372
English Learners	47.0%		
Students with Disabilities	10.9%		
Migrant Education		Total	
Foster Youth	0.8%	Enrollment	742

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through Blackboard Connect, Progress Reports, Aeries.net Parent Portal, Facebook, the monthly calendar, and school web site. Contact the principal’s secretary at (760) 398-0139 for more information on how to become involved in your child’s learning environment.

Opportunities to Volunteer

- Chaperone Dances/Activities
- Classroom Helper
- Fun Day Activities
- Library Assistant
- Office Helper
- Student Assemblies
- Student Supervision
- Parent Center Volunteers
- School Site Council
- English Learner Advisory Council
- FIAT (Family Involvement Action Team)

School Activities

- Book Fair
- College & Career Fair
- Fun Days
- History Day
- Math Field Day
- Open House
- Parent Conferences
- Parent Education Workshops
- Science Fair Night
- Student Award Assemblies
- Student Performances
- S.T.E.A.M. Night (Science, Technology, Engineering, Arts & Music)

Student Achievement

Physical Fitness

In the spring of each year, Bobby Duke Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student’s ability to complete six fitness tasks in six major areas. 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.” Comparative District and state results can be found at the CDE’s web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Seventh	22.4%	18.3%	16.1%

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.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school’s overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education’s website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Bobby Duke			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	Science (Grades 5, 8, & 10)	55	50	35	35	33	32	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	376	368	97.9%	35.3%
Male	188	182	96.8%	38.5%
Female	188	186	98.9%	32.3%
Hispanic or Latino	366	360	98.4%	35.3%
Economically Disadvantaged	365	360	98.6%	34.7%
English Learners	143	137	95.8%	7.3%
Students with Disabilities	41	41	100.0%	17.1%
Migrant Education	61	61	100.0%	21.3%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 7					Grade 7			
All Students Tested	370	368	99.5%	5.2%	370	368	99.5%	3.8%
Male	199	199	100.0%	2.5%	199	199	100.0%	3.5%
Female	171	169	98.8%	8.3%	171	169	98.8%	4.2%
Hispanic or Latino	363	362	99.7%	5.0%	363	362	99.7%	3.9%
Socioeconomically Disadvantaged	360	359	99.7%	5.3%	360	359	99.7%	3.9%
English Learners	186	185	99.5%	0.5%	186	185	99.5%	1.1%
Students with Disabilities	54	54	100.0%	-	54	54	100.0%	1.9%
Migrant Education	49	49	100.0%	6.1%	49	49	100.0%	2.0%
Grade 8					Grade 8			
All Students Tested	376	365	97.1%	17.8%	376	365	97.1%	4.1%
Male	188	182	96.8%	13.7%	188	182	96.8%	3.9%
Female	188	183	97.3%	21.9%	188	183	97.3%	4.4%
Hispanic or Latino	366	358	97.8%	17.9%	366	358	97.8%	4.2%
Socioeconomically Disadvantaged	365	357	97.8%	17.9%	365	357	97.8%	4.2%
English Learners	143	135	94.4%	0.7%	143	135	94.4%	-
Students with Disabilities	41	39	95.1%	2.6%	41	39	95.1%	-
Migrant Education	61	60	98.4%	8.3%	61	60	98.4%	1.7%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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. 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards						
	Bobby Duke		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	12	11	18	22	44	48
Mathematics	7	4	11	14	33	36

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Bobby Duke Middle School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Bobby Duke	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2009-10	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

Classroom Environment

Discipline & Climate for Learning

Bobby Duke Middle School's discipline policies are based upon a schoolwide discipline plan and PBIS, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the Character Building PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice.

At the beginning of the school year, school rules, district policies and behavior expectations are shared with students through a digital student handbook (which is available on the school web site). Supplemented with a media presentation, teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Assemblies are held at the beginning and middle of the school term to remind students to conduct themselves in a responsible, respectful manner. The assistant principal visits each

Suspensions and Expulsions									
	Bobby Duke			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	108	71	116	902	828	926	279,383	243,603	230,389
Expulsions (#)	2	0	2	13	23	25	6,611	5,692	6,227

physical education class to reinforce behavior expectations and school polices. Bobby Duke Middle School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Advancement Via Individual Determination

Bobby Duke Middle School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Bobby Duke Middle School is focused on the organizational and note-taking skills for the first year of implementation of this program.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	23	17	41	
Math	20	14	24	
Science	23	9	23	
History	22	11	22	
2014-15				
English	27	7	42	
Math	27	6	32	
Science	26	4	24	
History	26	5	23	
2015-16				
English	25	5	34	
Math	25	5	19	
Science	25	5	24	
History	25	5	24	

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

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Through the collaborative efforts of Bobby Duke Middle School's administration and veteran teaching staff, specific areas of study are selected to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The school's leadership team identifies staff training needs based upon staff surveys and results of student performance data analysis. During the 2015-16 school year, Bobby Duke Middle School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

- ABI Gradebook Training
- AVID Strategies
- C4 English Language Arts Planning
- C4 Math Planning
- Classroom Management
- Common Core Standards
- CELDT Data Analysis
- Data Analysis
- Depth of Knowledge (DOK)
- Discover Education
- EADMS (student performance data analysis software)
- Instructional Mapping
- iPad/Technology Training
- Math
- Phases of Direct Instruction
- Professional Learning Communities Process
- Thinking Maps

Professional Staff

Counseling & Support Staff

Bobby Duke Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Bobby Duke Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff)

2015-16

	No. of Staff	FTE*
Academic Counselor	2	2.0
Media Technician	1	1.0
Probation Officer	1	0.2
Psychologist	1	0.2
Resource Officer	1	0.5
Speech & Language Pathologist	1	0.2
Speech & Language Aide	1	0.2
School Nurse	1	0.2
Security Officers	2	2.0
Average Number of Students per Academic Counselor		371

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

Teacher Assignment

During the 2015-16 school year, Bobby Duke Middle School had 32 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	McDougal Littell: Language of Literature	0%	7-8
2016	Yes	HMH System 44 Secondary	0%	7-8
2010	Yes	Longman Pearson: Keystones	0%	7-8
2010	Yes	Scholastic Read 180 Stage B Next Generation	0%	7-8
2007	Yes	Rosetta Stone for ELD	0%	7-8
2003	Yes	Pearson: Side by Side (Newcomers)	0%	7-8
2003	Yes	HMH English 3D	0%	7-8
Math				
2014	Yes	McGraw-Hill; CA Middle School Math Course 1, 2, 3	0%	7-8
2014	Yes	McGraw-Hill: ALEKS	0%	7-8
2014	Yes	McGraw-Hill; Accelerated Math	0%	8
Science				
2007	Yes	CPO Science (Life and Physical)	0%	7-8
2007	Yes	CPO Science Spanish Edition	0%	7-8
Social Science				
2007	Yes	Holt: World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt: World History (Spanish Student Edition)	0%	7
2007	Yes	Holt: U.S. History, Independence to 1914	0%	8
2007	Yes	Holt: U.S. History (Spanish Student Edition)	0%	8
Health				
2005	Yes	MacMillan McGraw-Hill: Health and Wellness	0%	7-8
2005	Yes	Macmillan: Salud y bienestar	0%	7-8

Instructional Materials

All textbooks used in the core curriculum at Bobby Duke Middle School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Teacher Credentials and Assignments

	Bobby Duke			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	31	32	33	801	844	857
Teachers with Full Credential	31	32	33	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	2	2	0	17	15	9

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.

In the adjacent table of this report it identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bobby Duke Middle School's original facilities were built in 2007; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate routine maintenance requests.

2015-16 Campus Improvements:

- Installation of new concrete and tree wells
- Upgrade computers in computer labs to Mac computers

2016-17 Planned Campus Improvements:

- Addition of 32 iMacs in the PC lab to replace older computers

Every morning before school begins, the day custodian and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians are assigned to Bobby Duke Middle School. The custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms
- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description

Year Built	1952
Acreage	8.6
Bldg. Square Footage	92817
	Quantity
# of Permanent Classrooms	46
# of Portable Classrooms	0
# of Restrooms (student use)	7 sets & 1 unisex
Cafeteria/Multipurpose Room	1
Computer Lab	3
Library	1
Staff Lounge	1
Teacher Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Bobby Duke Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's school safety plan is reviewed and updated in May 2016, and discussed with school staff in August 2016.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: two security officers, three yard supervisors, and administrators. Administrators, yard supervisors, security officers, and counselors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, counselors, and security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. Students participating in the ASES program are escorted by the program coordinator and staff to the ASES program area.

Bobby Duke Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Core Academic Classes		
Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Bobby Duke	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Bobby Duke Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Bobby Duke Middle School's SARC and access the Internet in the school's library or at any of the county's public libraries. The closest library to Bobby Duke Middle School is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library
 (760) 398-5148
 Hours: Mon., Tues. & Thurs.: 10 - 6
 Wed.: 12 - 8
 Sat.: 10 - 5
 Fri. and Sun.: Closed

Number of computers available: 7
 Number of printers available: 1

Bobby Duke Middle School Library
 Hours: 8:00 - 4:30
 Visitors are requested to check in at the school office upon arrival
 Number of computers available: 12
 Printers available: Yes

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: November 1, 2016	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		Boys Lockers RR - One bulb out
Restrooms/Fountains	✓		Rm 108 - Outside drinking fountain does not shut off all the way
Safety	✓		300 Boys RR - WO in system to fix peeling paint
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary	✓		

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed for Bobby Duke Middle School took place on November 1, 2016. Results of the inspection are provided in table above.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares

the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

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

Current Expense of Education Per Pupil

2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Bobby Duke	CVUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	5,142	N/A	N/A	N/A	N/A
Restricted (Supplemental)	302	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,839	4,809	100.6%	5,677	84.7%
Average Teacher Salary	62,036	76,521	81.1%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.