

Challenger Middle

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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.

Rebecca Handzel, Principal

Principal, Challenger Middle

About Our School

At Challenger Middle School and the Wilsona Achievement Academy we are in our 5th year of PBIS (Positive Behavior Intervention and Support). Our school-wide behavior expectations are: Respectful, On time, Accountable for Actions, and Ready to Learn. Here at Challenger, we ROAR! Teachers have been trained in Capturing Kid's Hearts. We endeavor to create a positive, safe environment for our students to learn and grow.

Principal's Comment

At Challenger Middle School and the Wilsona Achievement Academy we are in our 5th year of PBIS (Positive Behavior Intervention and Support). Our school-wide behavior expectations are: **R**espectful, **O**n time, **A**ccountable for Actions, and **R**eady to Learn. Here at Challenger, we **ROAR!** Teachers have been trained in Capturing Kid's Hearts. We endeavor to create a positive, safe environment for our students to learn and grow.

Contact

Challenger Middle
41725 North 170th St., East
Lancaster, CA 93535-7124

Phone: 661-264-1790
Email: rhandzel@wilsona.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Wilsona Elementary
Phone Number	(661) 264-1111
Superintendent	Susan Andreas-Bervel
Email Address	sbervel@wilsona.k12.ca.us
Website	www.wilsonasd.net

School Contact Information (School Year 2019—20)	
School Name	Challenger Middle
Street	41725 North 170th St., East
City, State, Zip	Lancaster, Ca, 93535-7124
Phone Number	661-264-1790
Principal	Rebecca Handzel, Principal
Email Address	rhandzel@wilsona.k12.ca.us
County-District-School (CDS) Code	19651516106561

Last updated: 1/18/2020

School Description and Mission Statement (School Year 2019—20)

Challenger Middle School is a small rural school located in the farthest northeast part of Los Angeles County. When you come to our school, you will find dedicated teachers who care about their students. The teachers spend time planning lessons and learning more about how to teach 21st Century skills as well as what the Common Core Standards

are requiring, preparing students for the world they are about to enter. You will see our office staff, custodians, cafeteria workers, instructional assistants, and noon duty supervisors and other personnel caring about our students, and campus in

many ways: from greeting by our office staff, to the food that is being served, to how the campus is being supervised and monitored throughout the day. The environment for how our teachers and students learn and play is important. Our students would not be successful without the support of their parents or guardians who communicate and build a relationship with teachers and staff. It is a true partnership that makes a student successful when the school and parents can come together for the success of the student. We aim to continue to improve this partnership with our parents and community.

Wilsona Achievement Academy is an alternative community day school located at the south end of the property of our neighboring campus. Wilsona Achievement Academy provides 1 teacher and 2 part time instructional assistants and educates students who are in sixth through eight grade.

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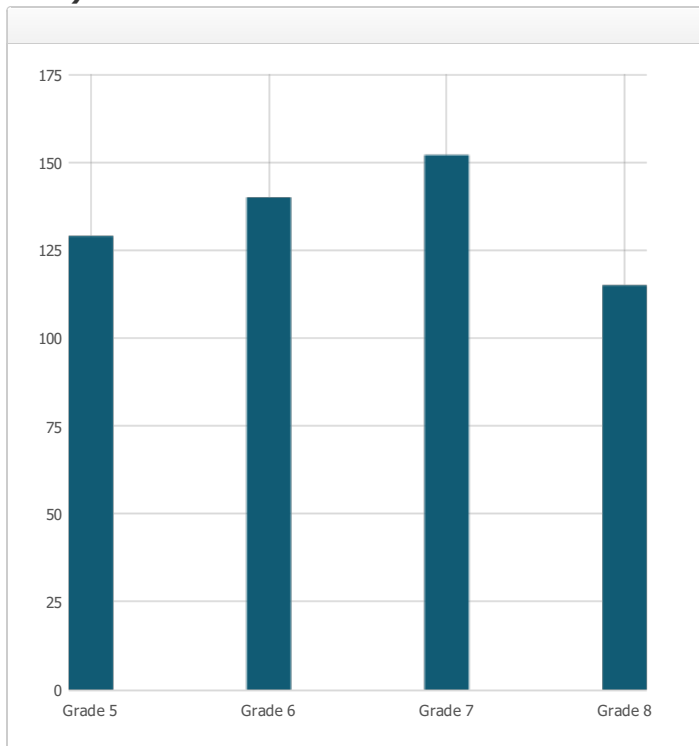
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Last updated: 1/17/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 5	129
Grade 6	140
Grade 7	152
Grade 8	115
Total Enrollment	536



Last updated: 1/17/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.90 %
American Indian or Alaska Native	0.40 %
Asian	0.40 %
Filipino	0.20 %
Hispanic or Latino	70.50 %
Native Hawaiian or Pacific Islander	%
White	14.70 %
Two or More Races	3.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.10 %
English Learners	25.60 %
Students with Disabilities	9.30 %
Foster Youth	1.10 %
Homeless	2.40 %

A. Conditions of Learning

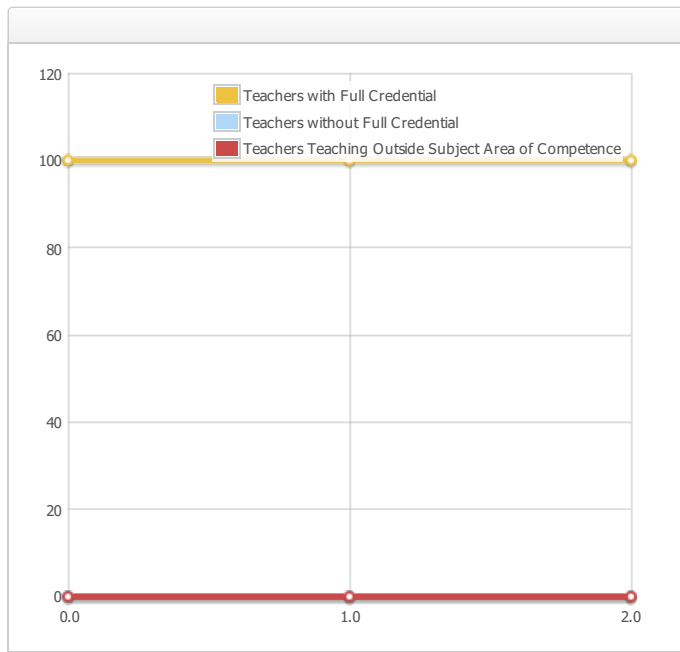
State Priority: Basic

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

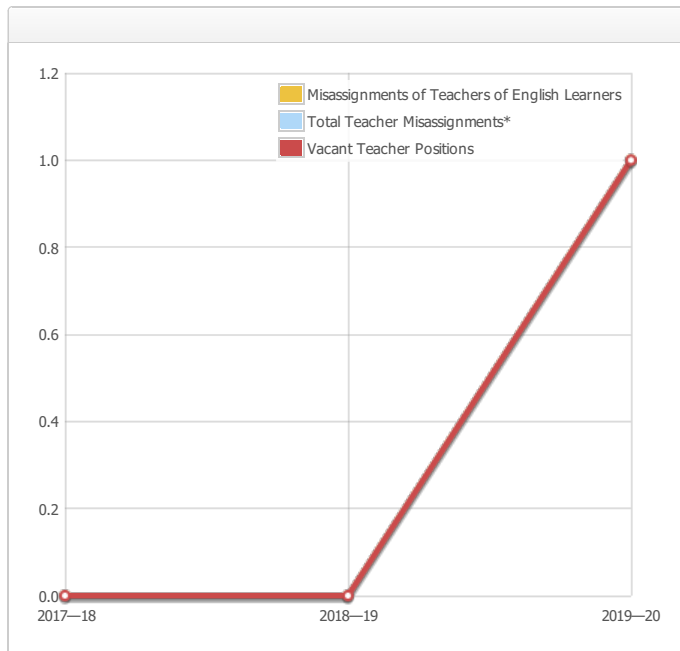
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	100	100	100	100
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/17/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1



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.

Last updated: 1/17/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5th grade uses California "Reach for Reading" (2016) 6th grade use McGraw Hill Education – Study Sync for ELA (2016) 7th grade uses McGraw Hill Education - Study Sync for ELA (2016) 8th grade uses McGraw Hill Education - Study Sync (2016)	Yes	0.00 %
Mathematics	5th grade students use CA Mathematics Expression (2015) 6th grade use McGraw Hill - CA Mathematics, Course 1 (2015) 7th grade uses McGraw Hill - CA Mathematics, Course 2 (2015) 8th grade uses McGraw Hill - CA Mathematics, Course 3 (2015)	Yes	0.00 %
Science	5th grade students use Houghton-Mifflin Science (2007) 6th grade use Prentice Hall Science (2006) 7th grade uses Prentice Hall Focus on Life Science (2006) 8th grade uses Glencoe – Physical Science (2006)	Yes	0.00 %
History-Social Science	5th grade students use Scott-Foresman for History Social Science (2006) 6th grade use T CI – T he Ancient World for History (2005) 7th grade uses T CI – Medieval World and Beyond (2005) 8th grade uses T CI – T he United States Through Industrialization (2006)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2020

School Facility Conditions and Planned Improvements

Using the Facility Inspection Tool(FIT), it was determined that the school's overall rating was a 96.99%. This means that the school is maintained in good repair with a number of non- critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. The key areas that need attention are leaks in bathrooms, replacing ceiling tiles, and repairing skylights that have deteriorated due to many years of weathering. Work orders were submitted to address these repair needs.

Last updated: 1/22/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	The key areas that need attention are leaks in bathrooms, replacing ceiling tiles, and repairing skylights that have deteriorated due to many years of weathering. Work orders were submitted to address these repair needs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	No Sign of pest infestation.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	There are leaks in some bathrooms. Work orders have been submitted to repair deficiencies.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The key areas that need attention are leaks in bathrooms, replacing ceiling tiles, and repairing skylights that have deteriorated due to many years of weathering. Work orders were submitted to address these repair needs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playground with artificial turf is in good condition. There are some cracks that have formed some ridges on the basketball courts.

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 1/22/2020

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	27.0%	24.0%	27.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	13.0%	16.0%	15.0%	38.0%	39.0%

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.

Last updated: 1/17/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	526	525	99.81%	0.19%	26.67%
Male	272	271	99.63%	0.37%	22.88%
Female	254	254	100.00%	0.00%	30.71%
Black or African American	48	48	100.00%	0.00%	8.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	378	378	100.00%	0.00%	27.25%
Native Hawaiian or Pacific Islander					
White	76	75	98.68%	1.32%	36.00%
Two or More Races	17	17	100.00%	0.00%	17.65%
Socioeconomically Disadvantaged	496	496	100.00%	0.00%	26.41%
English Learners	197	197	100.00%	0.00%	15.74%
Students with Disabilities	46	45	97.83%	2.17%	4.44%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	11	11	100.00%	0.00%	45.45%

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.

Last updated: 1/17/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	527	526	99.81%	0.19%	12.76%
Male	272	271	99.63%	0.37%	13.33%
Female	255	255	100.00%	0.00%	12.16%
Black or African American	49	49	100.00%	0.00%	2.04%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	378	378	100.00%	0.00%	11.94%
Native Hawaiian or Pacific Islander					
White	76	75	98.68%	1.32%	25.33%
Two or More Races	17	17	100.00%	0.00%	5.88%
Socioeconomically Disadvantaged	497	497	100.00%	0.00%	12.50%
English Learners	197	197	100.00%	0.00%	6.12%
Students with Disabilities	46	45	97.83%	2.17%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	11	11	100.00%	0.00%	0.00%

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.

Last updated: 1/17/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/17/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Challenger Middle School is in the fourth year of its Advancement Via Individual Determination (AVID) program. We offer one AVID elective 7/8 class. The AVID class has taken field trips to a college campus and has participated in the valley wide leadership conference. There is also an AVID site coordinator who meets with the teachers and helps to coordinate field trips for the AVID students. The AVID coordinator also meets with the AVID Director to communicate the needs of the teacher. The goal is to fully implement the AVID structures in the elective class with fidelity and then begin to build the program within the school. The AVID teachers attend AVID trainings throughout the year.

Last updated: 1/17/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/17/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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 area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/17/2020

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 2019—20)

All too often, parent involvement in schools is not much more than the glimpse or informal meeting at a parent-teacher conference and an open house. Parents' involvement is vital in students' success, and in creating a healthy and effective school environment. With this in mind, here at Challenger and Wilsona Achievement Academy (WAA), we plan to encourage and engage parents in their children's education by doing some of the following:

- Open House- gives us an opportunity to connect with parents, and familiarize them with what goes on in the classroom, our teaching style and school-wide expectations.
- Teachers making the first contact a positive one- We encourage our teachers to introduce themselves to parents before students take a seat in their classrooms. This can be done through telephone, letters, e-mail etc. We don't want teachers to wait until the student gets into trouble, or falls behind academically, before the first contact is made. Building a bond and partnership between teachers and parents is an integral part of students' success.
- Recruit Parent Classroom Volunteers- Have parents help in the classroom or during field trips, dances, and any school event. Helping in this environment give parents a first-hand look, and helps create a bond with the teacher and students.
- Keep parents informed constantly- Parents should be up to date on activities and school events. This can be done through notes in binder reminders, e-mails, and connect-ed messages. Also send home on a regular basis students' performance both academically and behaviorally. Provide parents an opportunity to be involved in their children's school life.
- Have parents be involved in PTSO, School Site Council, English Language Advisory Committee(ELAC), School Advisory Committee, etc.
- Encourage parents to check their children's' grades in Power School, and to have an open-door policy, creating a forum, where parents and teachers can be constantly communicating about a child's progress.

AVID is an additional program at our school and parents are an integral part of that to support their student. We are also working to partner with our parents about the workings of PBIS (Positive Behavior Intervention and Support) within the school environment, to be aligned with behavior expectations at home.

State Priority: Pupil Engagement

Last updated: 1/17/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

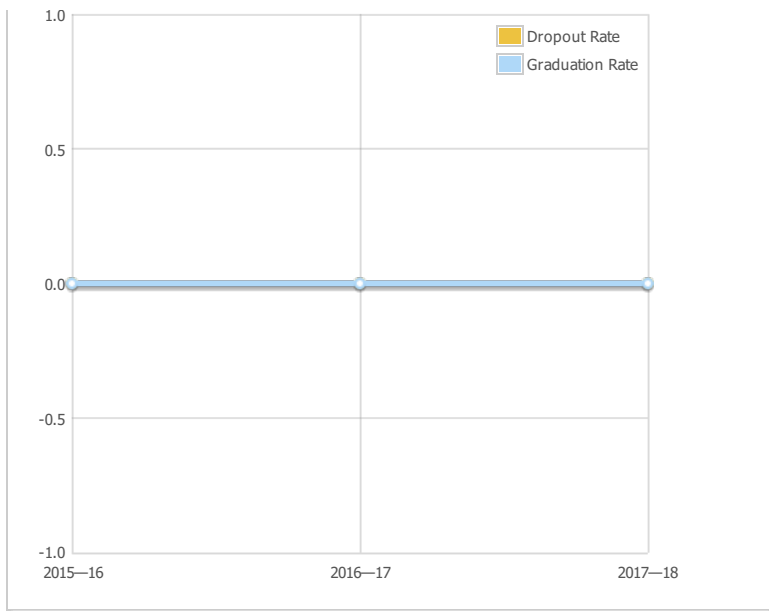
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	0.00%	0.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%
Graduation Rate	0.00%	0.00%	0.00%	0.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	3.70%	6.20%	2.20%	3.70%	4.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/17/2020

School Safety Plan (School Year 2019—20)

Challenger Middle School and Wilsona Achievement Academy (WAA) had 0 crimes reported on its campus in the 2018-2019 school year. Staff is notified of dangerous students following the procedures as Mandated by Education Code 35294.2[a][2][D];49079. Staff follows Education Code 35294.2[a][2][A] when reporting child abuse.

Staff members are provided the school district procedures for reporting child abuse along with a reporting form in the staff handbook. Challenger and WAA have monthly disaster/fire drills to ensure that staff and students know all emergency procedures. Students attend safety assemblies so they are notified of school rules and the definition of weapons, bullying and racial slurs, as well as sexual harassment. Students are taught how to report and deal with such incidents. This promotes understanding of the high standards of behavior and safety that Challenger and WAA expect.

Our leadership team continues to be trained in Positive Behavior Intervention and Support (PBIS) for the 2018-19 school year, adding a tier 2 team that will help with behavior interventions. Our team continues to remind students of the rules and school wide expectations. Teachers also attended Capturing Kids Hearts training in the previous summer and are implementing strategies in their classrooms like: shaking students hands when they enter, and/or "tell me something good".

The idea is to make a connection with students, creating a positive atmosphere that in turn minimizes behavior issues, increasing instructional minutes. Students in each class created a Social Contract that displays norms they agreed to adhere to in the classroom.

Bus duty schedules are updated annually to adjust to changes and to provide proper supervision to students as they arrive and depart. Buses have video cameras to help minimize behavior issues on the buses, and provide a means of identifying and solving problems on buses. Parents are notified of procedures for visiting the school and picking up students early from school. All visitors must sign in and wear a badge while on school property. All staff members are also required to wear ID's provided by the district. This is to ensure the safety of all members of our school community. Staff are assigned duty locations before and after school to ensure that students ingress and egress safely around the campus. During nutrition and lunch, students are provided supervision during their eating and free time, with the monitoring of Noon Duty Aides, and Administration.

All visitors are given a pass to indicate that they are on campus with permission. All volunteers are screened and fingerprinted annually.

The Vice Principal has been assigned the task of updating and training staff members on the Comprehensive School Safety Plan. The School Safety Plan is then presented to the School Site Council and then submitted to the Board for annual approval in March. It is available for public inspection.

Fencing has also been installed in parts of the campus to secure and enclose sections of the campus. An updated camera system has also been installed in the office.

Challenger Middle School and WAA receives custodial services from one day-time custodian, and three part-time evening custodians who perform basic custodial services.

Last updated: 1/17/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	26.00	1	2	4
6	24.00	4	25	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	20.00	3	6	
6	23.00	9	25	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	21.00	3	4	
6	24.00	5	25	
Other**	11.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/17/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	4	16	
Mathematics	20.00	6	7	
Science	20.00	6	7	
Social Science	23.00	5	10	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	4	16	
Mathematics	21.00	6	7	
Science	21.00	6	7	
Social Science	23.00	4	11	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	18	
Mathematics	24.00	2	9	
Science	24.00	2	9	
Social Science	24.00	2	9	

* 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.

Last updated: 1/17/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	536.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/17/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.00
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	

*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.

Last updated: 1/17/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6925.33	\$4848.08	\$2077.25	--
District	N/A	N/A	\$2252.14	\$77966.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/2020

Types of Services Funded (Fiscal Year 2018—19)

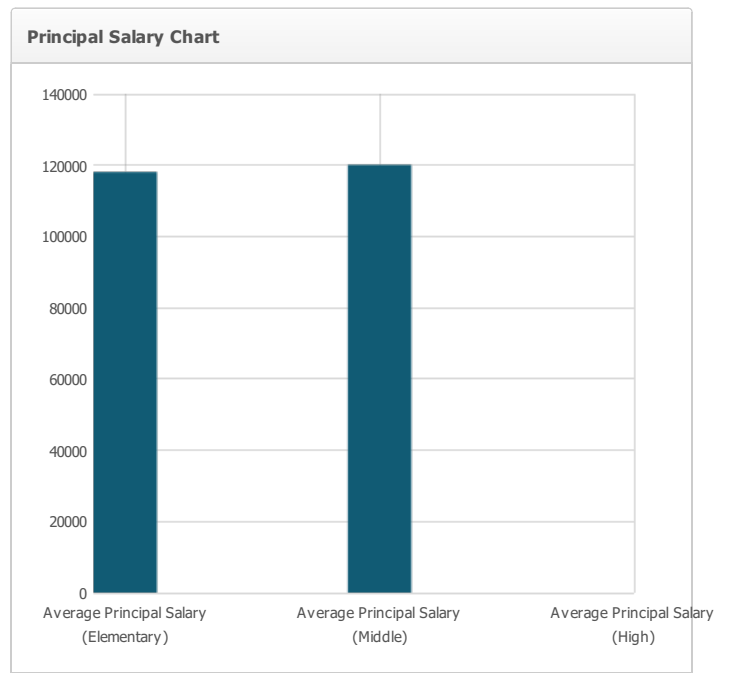
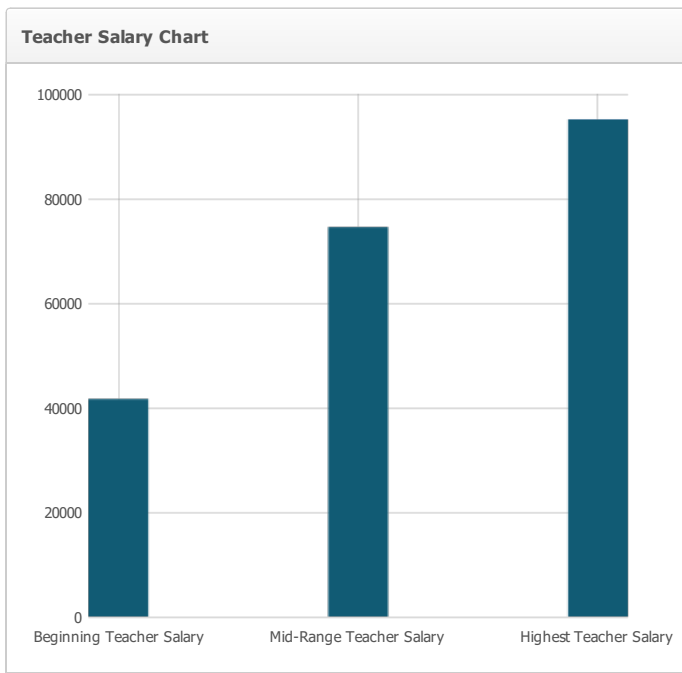
Challenger Middle School provides an After School program for students who need additional support in reading and math. Some enrichment activities are also provided for students such as Leadership, Lego Robotics, and Band. These programs run for 1.5 hours usually for 5-6 weeks. There are three sessions available for students to participate. Transportation as well as snacks are provided for students who participate in the program. Students also participate in competitive sports with other schools throughout the year.

Last updated: 1/17/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,650	\$49,378
Mid-Range Teacher Salary	\$74,539	\$77,190
Highest Teacher Salary	\$95,145	\$96,607
Average Principal Salary (Elementary)	\$118,118	\$122,074
Average Principal Salary (Middle)	\$120,118	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$149,148	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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



Last updated: 1/17/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/17/2020

Professional Development

Opportunities for continued professional growth are available at the site level. An outside consulting firm, Total Education System Support (TESS) continues to provide teachers with 9 hours of professional development. In addition, our consultant will be working with teachers in understanding the CAASPP results and looking at that data as well as helping teachers update their Standards Based Units of Study (SBUS's) with the ELA curriculum. Teachers also meet as a grade level with our consultants to continue to familiarize themselves with Illuminate, (the grade book), review common core standards, and understand standard based reporting. Special Education teachers work with an outside consultant in understanding the numerous issues surrounding Special Education. Teachers are encouraged to further their educational expertise through attendance at college courses and/or workshops, and participation in in-services and other teacher training activities. Challenger and Wilsona Achievement Academy teachers also participate in professional learning communities, meetings at least 2-3 times a month on a weekly flex day. On these days, teachers meet in grade level and/or department groups to determine essential learnings, develop common assessments, and review data about student achievement to direct their instruction. Teachers are able to focus on identifying and refining essential learning, creating common formative and summative assessments around those essential learnings, and develop interventions for those students not achieving mastery. Our teachers also work with our Technology Teacher on Special Assignment (TOSA) on how to integrate technology in the classroom. Every classroom is equipped with 1:1 devices for students, providing teachers with the necessary support and tools on how to integrate technology with instruction.

Opportunities for continued professional growth are available at the site level. An outside consulting firm, Total Education System Support (TESS) continues to provide teachers with 9 hours of professional development. In addition, our consultant will be working with teachers in understanding the CAASPP results and looking at that data as well as helping teachers update their Standards Based Units of Study (SBUS's) with the ELA curriculum. Teachers also meet as a grade level with our consultants to continue to familiarize themselves with Illuminate, (the grade book), review common core standards, and understand standard based reporting. Special Education teachers work with an outside consultant in understanding the numerous issues surrounding Special Education. Teachers are encouraged to further their educational expertise through attendance at college courses and/or workshops, and participation in in-services and other teacher training activities. Challenger and Wilsona Achievement Academy teachers also participate in professional learning communities, meetings at least 2-3 times a month on a weekly flex day. On these days, teachers meet in grade level and/or department groups to determine essential learnings, develop common assessments, and review data about student achievement to direct their instruction. Teachers are able to focus on identifying and refining essential learning, creating common formative and summative assessments around those essential learnings, and develop interventions for those students not achieving mastery. Our teachers also work with our Technology Teacher on Special Assignment (TOSA) on how to integrate technology in the classroom. Every classroom is equipped with 1:1 devices for students, providing teachers with the necessary support and tools on how to integrate technology with instruction.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/2020