

Matthew Gage Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Matthew Gage Middle School
Street	6400 Lincoln Ave.
City, State, Zip	Riverside, CA 92506-4423
Phone Number	(951) 788-7350
Principal	Dr. Lisa Kells
Email Address	lkells@riversideunified.org
School Website	www.gagegators.org
County-District-School (CDS) Code	33-67215-6059133

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Matthew Gage Middle School's Vision:

Our community at Matthew Gage Middle School is dedicated to providing a secure and positive environment, fostering education, and preparing individuals for success in College, Career, and the world at large.

Motto:

We are a place where learning, growth, and achievement are paramount.

Educational Opportunities:

At Matthew Gage Middle School, students have diverse academic opportunities. We offer Honors classes in English Language Arts, History, and Science, catering to varying levels of academic proficiency. For students in need of additional support, we provide the Multi-Tiered System of Supports (MTSS). We encourage early high school credit acquisition through courses like Spanish I, Pre-Advanced Placement Spanish, Spanish Language Advanced Placement, and Accelerated Math.

Students interested in core content areas can participate in academic competitions, including the Science Fair and National History Day. Civic engagement is promoted by requiring 8th graders to complete community service, and we also have Project Soap Box where students raise community awareness through research and speeches.

Robust Elective Programs:

Our school offers a wide range of elective programs. Visual and Performing Arts include courses such as Drawing and Painting, Drama, Choir, Piano, Orchestra, and Band. For those interested in career technical education, options like Wood Shop/Maker Space, Digital Arts, Newspaper, and Yearbook are available. Students can join one or more of our 20 clubs, including Mock Trial, Gamers Club, Gator Gals, and STEM. We've developed academic and extracurricular programs to support student success and strengthen their connection to the school.

Performing Arts and Athletics:

2023-24 School Description and Mission Statement

Beyond academics, we offer opportunities in performing arts, including Dance, Colorguard, Ballet Folklorico, Cheer, and athletics. Students can also participate in music and choir groups.

Special Programs:

Matthew Gage Middle School features the AVID program, which promotes critical thinking, literacy, and math skills across all subjects. AVID Excel provides additional support for language acquisition. We also have the Dual Language Immersion program, offering an enriching education for both English and Spanish-speaking students.

Gator Pride and Tradition:

Established in 1963, Matthew Gage Middle School has a rich tradition of promoting personal growth, academic excellence, and character development. GATOR PRIDE, representing Pride, Responsibility, Intelligence, Dedication, and Excellence, forms the foundation of our school's identity.

Student Achievements:

Our school is proud of its students' accomplishments in prestigious competitions, including the Science Fair, Science Olympiad, and National History Day. Our performing groups have earned recognition, with our dance team qualifying for Nationals in Florida.

Diverse Educational Opportunities:

Our dedicated staff is committed to providing a diverse range of educational opportunities, from AVID to various arts programs, foreign language, and Dual Language Immersion. We offer numerous athletic programs and extracurricular activities. Parent involvement is highly encouraged through PTSA and ELAC, ensuring a well-rounded middle school experience.

Community Support:

Our school's success is made possible through the support of our outstanding teachers, support staff, students, community, school board, and superintendent. At Matthew Gage Middle School, every student and staff member is valued and celebrated as we prepare students to lead purposeful lives in our global society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	416
Grade 8	469
Total Enrollment	885

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.5%
American Indian or Alaska Native	0.5%
Asian	2%
Black or African American	5.4%
Filipino	0.6%
Hispanic or Latino	68.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1%
White	20.9%
English Learners	12.3%
Foster Youth	0.2%
Homeless	2.3%
Socioeconomically Disadvantaged	70.2%
Students with Disabilities	10.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	80.83	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.05	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.03	17.00	0.99	12115.80	4.41
Unknown	5.90	16.04	151.80	8.83	18854.30	6.86
Total Teaching Positions	37.00	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	86.28	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.19	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	3.67	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.06	38.00	2.21	11953.10	4.28
Unknown	2.50	6.75	127.00	7.37	15831.90	5.67
Total Teaching Positions	37.90	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.30	0.20
Total Out-of-Field Teachers	0.30	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently 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.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0%
Mathematics	Open Up Resoures Illustrative Math Grade 7 (Adopted 2018) Open Up Resoures Illustrative Math Grade 8 (Adopted 2018) College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0%
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019) Amplify Education Amplify Ciencias Grade 8 DLI (Adopted 2019)	Yes	0%
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas: miMundo Interactivo: Edad Media y Edad Moderna Temprana, Grado 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0%
Foreign Language	Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)	Yes	0%

Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1963
 Last Modernized: 2004
 Lot Size: 18 Acres
 40 Permanent Classrooms
 3 Portable Classrooms
 Completely Air Conditioned
 Library
 Computer Lab
 Indoor/Outdoor Cafeteria
 School Auditorium

Riverside Unified School District maintains both short and long term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Gage has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report	10/05/2023 - 12/14/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	45	46	44	47	46
Mathematics (grades 3-8 and 11)	26	26	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	871	847	97.24	2.76	44.92
Female	437	425	97.25	2.75	49.65
Male	432	420	97.22	2.78	40.10
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	75.00
Black or African American	49	47	95.92	4.08	42.55
Filipino	--	--	--	--	--
Hispanic or Latino	595	575	96.64	3.36	39.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	29.41
White	182	182	100.00	0.00	61.33
English Learners	95	88	92.63	7.37	1.14
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	35.00
Military	66	64	96.97	3.03	32.81
Socioeconomically Disadvantaged	603	584	96.85	3.15	35.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	91	93.81	6.19	7.69

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	872	853	97.82	2.18	26.17
Female	437	430	98.40	1.60	23.78
Male	433	421	97.23	2.77	28.50
American Indian or Alaska Native	--	--	--	--	--
Asian	17	15	88.24	11.76	66.67
Black or African American	49	47	95.92	4.08	27.66
Filipino	--	--	--	--	--
Hispanic or Latino	596	583	97.82	2.18	19.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	5.56
White	182	180	98.90	1.10	46.11
English Learners	96	94	97.92	2.08	3.19
Foster Youth	--	--	--	--	--
Homeless	23	21	91.30	8.70	9.52
Military	66	65	98.48	1.52	15.38
Socioeconomically Disadvantaged	604	590	97.68	2.32	16.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	92	94.85	5.15	4.40

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.50	26.92	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	456	445	97.59	2.41	27.19
Female	221	214	96.83	3.17	23.83
Male	234	230	98.29	1.71	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	25	96.15	3.85	24.00
Filipino	--	--	--	--	--
Hispanic or Latino	315	307	97.46	2.54	20.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	92	100.00	0.00	50.00
English Learners	39	37	94.87	5.13	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	30	30	100.00	0.00	6.67
Socioeconomically Disadvantaged	318	308	96.86	3.14	19.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	10.00

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.90%	98.10%	97.80%	97.40%	98.30%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to be an active participant at Matthew Gage Middle School. Opportunities for involvement are generated by the school site through the hosting of parent events, such as, Spirit Day, Back to School Night, Incoming 7th Grade Parent Night, Parent Connection Workshops, and others.

Parents are also invited to give their input to Matthew Gage Middle School through committees or associations, such as, the Parent Teacher Student Association (PTSA), School Site Council (SSC), English Language Advisory Committee (ELAC), and Special Ed Parent Advisory Council (SEPAC). Parents are also given an opportunity to give input on topics such as facilities, budget, and curriculum. The administration at Matthew Gage Middle School is very visible on campus and at student events allowing parents to give input on any issue that arises. Parents are always encouraged to reach out to their student's teachers, counselor, and the Principal and Assistant Principal. To ensure those parents or guardians that speak another language other than English, Matthew Gage Middle School provides interpretation and translation services at all times and at all schoolwide events.

For more information, please contact Dr. Kells, Principal, 951-788-7350.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	928	913	181	19.8
Female	473	467	87	18.6
Male	453	444	93	20.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	4	4	2	50.0
Asian	18	18	3	16.7
Black or African American	52	52	12	23.1
Filipino	5	5	0	0.0
Hispanic or Latino	637	625	126	20.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	12	2	16.7
White	192	189	35	18.5
English Learners	120	117	22	18.8
Foster Youth	2	2	0	0.0
Homeless	27	26	7	26.9
Socioeconomically Disadvantaged	652	639	143	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	106	32	30.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	10.13	11.64	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.21	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.64	0
Female	10.57	0
Male	12.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	19.23	0
Filipino	0	0
Hispanic or Latino	12.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	16.67	0
White	7.29	0
English Learners	13.33	0
Foster Youth	0	0
Homeless	29.63	0
Socioeconomically Disadvantaged	14.72	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.18	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	200		
Mathematics	6	176		
Science	6	164		
Social Science	6	165		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	5	17
Mathematics	20	21	19	7
Science	21	21	9	14
Social Science	21	19	12	12

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	25	3	17
Mathematics	21	21	13	8
Science	21	17	21	4
Social Science	21	20	12	10

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	295

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,952.16	2,210.94	6,741.22	95,957.05
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-2.6	-0.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-10.4	11.7

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

The staff at Matthew Gage Middle School participated in a wide range of professional learning trainings in the 2021-22, 2022-23, 2023-24 school years. These trainings aim to enhance their skills as educators and ultimately improve student success in meeting or exceeding the New California State Standards. Here is a summary of the professional development activities:

Data-Driven Approach: Professional development needs are determined by analyzing various sources of student achievement data, including Smarter Balanced Assessment results, Riverside Unified School District Benchmark Assessments, department common assessment results, and student feedback.

Various Modes of Delivery: Professional development is delivered through different methods. This includes in-house sessions led by experienced staff members, district-provided curriculum development and delivery training, as well as expert-led sessions on technology integration. On occasion, external consultants are brought in to address specific needs.

Collaborative Support: Teachers benefit from weekly collaboration time where they review student data and curriculum effectiveness. The principal provides additional release time to support the development of effective instructional practices. Feedback is provided to teachers through classroom observations.

Professional Development Highlights:

California Council for Social Studies Conference: Two teachers attended this conference in Santa Clara in February 2023 for two full days.

Career Technical Education (C.T.E.) Training: One teacher attended two C.T.E. professional development days (full days) in August 2022 and November 2022.

ELA District Writing Norming: Six teachers participated in this training in 2021, 2022, and 2023. Each year the six teachers attended two full-day trainings.

EPOCH Training: Ten teachers attended diversity training in 2022-23 for four full day trainings.

Shared Leadership Training: Six teachers participated in training through MTSS via six full days of training.

English Language Development (ELD) Professional Development: One teacher attended ELD training in 2022-23 for two full days.

Outward Mindset Training: One staff member attended this training in 2022-23 for three full days.

Ongoing Initiatives: Several ongoing programs and initiatives include Project Soapbox for two trainings for one staff member for two-hours each training, iPad Pilot Program for one staff member for four full days, iCivics training on constitutional democracy for two staff for two full days, textbook piloting and adoption training for two staff members for 4 full days, CCSS State Conference, Nearpod training, "Gator Go" development and training, HSS ISS training on DBQ writing and scoring for six teachers for two full days each, LAS Links training for whole staff for two hours, and FastBridge training for whole staff for two hours.

Professional Development

Counselor-Specific Training: Two School counselors attended various training sessions, including Gender Spectrum - One-day Gender Identity Training, Two full days of AeriesCon, One day of Transcript Analysis, and the RCOE School Counselor Leadership Network for six days of training for two hours each training.

Additional Topics: Other professional development topics for whole staff (50 participants) for two hours each training included Professional Standards Review, MySABRS, HERO-Gator Points/PBS, Las Links Training, Community Circles training, DOK Levels training, and Trauma-Informed Classrooms.

Whole-Staff Trainings for 2023-24 (50 staff members) for two hours each session include: mandatory training on bullying and harrassment, MGMS Program Review, Social Emotional Learning, Special Education Accomodations and Documentation, English Learner Supports, Aeries Usage and Documentation, Equity, and CAASPP. Additionally, AVID Training during 2023-24 will include ten staff members and Pro-Act training will include seven staff members.

These diverse professional development opportunities reflect the school's commitment to continual growth and enhancing the skills of its staff to support student achievement and success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	68	95	70