

Central Middle School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Central Middle School
Street	4795 Magnolia Avenue
City, State, Zip	Riverside, CA 92506-0155
Phone Number	(951) 788-7282
Principal	Lynn McCown
E-mail Address	lmccown@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Domain/38
Grades Served	5-8
CDS Code	33-67215-6059125

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Central is in its third year as a designated *Magnet Middle School for the Arts, Innovation and Choice* in Riverside Unified School District. The school mission is to increase our students' rate of academic growth while providing them experiences in the performing arts, technology and innovation for future career and college readiness. Our intent is to increase student language development, build technological skills and foster in our students an understanding of our local and global community providing the essential groundwork needed for our students to have satisfying, happy and healthy lives.

Increased academic growth at Central is supported through the high expectations of students by all staff, rigorous content/alignment with state standards in all lessons, and an emphasis on student engagement in learning. We provide opportunities for personalized learning for students in their areas of interest and through the application of technology for exploration of ideas as well as for student presentations and demonstration of learning. We further increase student learning by aligning our instruction and monitoring with the California Assessment of Student Performance and Progress (CAASPP) baseline for 2014-2015 and by employing research based instructional practices. These best practices continue to be the foundation of school wide collaboration and professional development among teachers with an intense focus on the specific needs of our under-represented, at risk students, homeless, Hispanic, SED, and EL subgroups.

For the last two years we have utilized a Response to Intervention Program (RTI) during the day pull out program for low performing math students. We employed IReady to diagnose the students' level of proficiency and then had a special long term teacher work with these students for three week rotations in upping their basic foundational math skills during the day. IReady math provided some of our most disadvantaged math students the opportunity to work 24/7 independently on supplemental lessons for growth. Data from this program resulted in significant grade level advance for these math students. Additionally our students were provided technological website support in math and language arts 24/7 with their devices. We provided ELD students and low readers the READ 180 program for two hours a day and transitional language students an English 3 D class.

We provide students a positive school climate to support their social and emotional growth. We value and nurture the unique skills and gifts that every student brings to Central. We first identify our students' interests and social needs. Then our staff works hard to provide classroom and extracurricular activities that spur student intellectual, artistic, technological and/or mechanical abilities to higher levels of expertise. We focus on connecting our students to school, providing them both opportunities for leadership and learning in all things.

All students are expected to be involved in at least two or more activities on campus during the year. We support student connections to school through our ARTS program (band, piano, guitar, dance, choir, art, photography, tech) and through both our many first period and after school clubs. Over 95% of eligible students were able to take their first choice of elective in 2014-2015. A zero period Theatre class provided students without electives (-in interventions classes) the opportunity to have an elective. We increased student participation in our dances, movie nights, carnival and 8th grade events by over 50% by offering the activities free to students. A Gallup poll and survey of students done in 2014-2015 indicated a 20% increase in student self-reported connections to school. Our focus on student engagement in learning and expectations that all students will be participating members of our school community resulted in a 60% decrease in student discipline incidents in 2014-2015 when compared to the previous year. These actions make Central a safe and positive place to learn and work.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	353
Grade 8	360
Total Enrollment	713

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0.4
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.4
White	18.4
Two or More Races	0.8
Socioeconomically Disadvantaged	79.5
English Learners	14.2
Students with Disabilities	11.8
Foster Youth	0.7

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

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	34	34	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.9	8.1
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 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 current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7 (Adopted in 2002): Holt Literature and Language Arts, Course 1; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 1 ; Holt, Rinehart & Winston Language Arts 8 (Adopted in 2002): Holt Literature and Language Arts, Course 2; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 2; Holt, Rinehart & Winston Language! (Adopted in 2002) ELD 1, 2, 3 (Adopted in 2009): Scholastic: READ 180/ System 44, Intensive Reading Intervention Program, Adopted September, 2010	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Introduction to Algebra / Introduction to Algebra Concepts (Adopted in 2008): California Mathematics Course 2 – Pre-Algebra; Holt, Rinehart & Winston Pre-Algebra 8 / Pre-Algebra 8 Concepts (Adopted in 2008): California Algebra Readiness – Volumes 1-4; Holt, Rinehart & Winston Algebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted in 2008): California Algebra 1; Holt, Rinehart & Winston Geometry (Adopted in 2008): California Geometry; Holt, Rinehart & Winston	Yes	0%
Science	Life Science, Grade 7 (Adopted in 2007): Life Science; Holt Reinhart & Winston Physical Science, Grade 8 (Adopted in 2007): Focus on Physical Science; McDougal Littell	Yes	0%
History-Social Science	World History, Grade 7 (Adopted in 2006): World History: Medieval to Modern Times: Holt CA Social Studies; Holt, Reinhart & Winston United States History, Grade 8 (Adopted in 2006): United States History: Independence to 1914: Holt CA Social Studies; Holt, Reinhart & Winston	Yes	0%
Foreign Language	Spanish 1 (Adopted in 2004): Ven Conmigo! Holt Spanish Level 1, Holt Reinhart & Winston. Pre-AP Spanish (Adopted 2009) Ven Conmigo! Nuevas Vistas Uno; Holt Reinhart & Winston.	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1927
 Last Modernized: 2011
 Lot Size: 21 Acres
 34 Permanent Classrooms
 0 Portable Classrooms
 Completely Air Conditioned
 Library
 Elevator in Two-Story Building
 Computer Lab
 Indoor and outdoor cafeteria

"Riverside Unified School District maintains both 5 and 15 year 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 13 building components typically found in school facilities. Central completed their school site inspection on 03/13/15.

Central has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and 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). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 627

Labor Hours = 2,572.14

Assessed Value of Work = \$119,222.18

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/13/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
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 Rating (Most Recent Year)

Year and month in which data were collected: 3/13/2015				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	43	44
Mathematics	20	33	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	343	340	99.1	44	31	21	4
	8	360	355	98.6	33	33	28	6
Male	7		178	51.9	46	28	23	3
	8		174	48.3	45	33	18	5
Female	7		162	47.2	42	33	19	6
	8		181	50.3	21	33	39	7
Black or African American	7		19	5.5	47	11	42	0
	8		29	8.1	59	17	24	0
American Indian or Alaska Native	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Asian	7		1	0.3	--	--	--	--
	8		5	1.4	--	--	--	--
Filipino	7		2	0.6	--	--	--	--
	8		1	0.3	--	--	--	--
Hispanic or Latino	7		247	72.0	49	30	19	2
	8		235	65.3	34	36	25	5
Native Hawaiian or Pacific Islander	7		1	0.3	--	--	--	--
	8		2	0.6	--	--	--	--
White	7		58	16.9	26	40	21	14
	8		76	21.1	22	26	41	11
Two or More Races	7		3	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8	3	0.8	--	--	--	--	--
Socioeconomically Disadvantaged	7	273	79.6	49	30	18	3	
	8	271	75.3	37	32	26	4	
Students with Disabilities	7	34	9.9	88	12	0	0	
	8	38	10.6	89	11	0	0	
Foster Youth	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	343	339	98.8	47	30	17	6
	8	360	356	98.9	54	28	13	4
Male	7	176	51.3	45	28	20	7	
	8	174	48.3	60	27	9	3	
Female	7	163	47.5	50	32	13	4	
	8	182	50.6	49	28	18	4	
Black or African American	7	19	5.5	58	21	11	11	
	8	29	8.1	72	17	7	3	
American Indian or Alaska Native	7	1	0.3	--	--	--	--	--
	8	1	0.3	--	--	--	--	--
Asian	7	1	0.3	--	--	--	--	--
	8	5	1.4	--	--	--	--	--
Filipino	7	2	0.6	--	--	--	--	--
	8	1	0.3	--	--	--	--	--
Hispanic or Latino	7	246	71.7	54	27	16	2	
	8	236	65.6	59	25	11	3	
Native Hawaiian or Pacific Islander	7	1	0.3	--	--	--	--	--
	8	2	0.6	--	--	--	--	--
White	7	58	16.9	21	43	21	16	
	8	76	21.1	37	34	24	5	
Two or More Races	7	3	0.9	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		3	0.8	--	--	--	--
Socioeconomically Disadvantaged	7		272	79.3	53	29	15	4
	8		272	75.6	60	25	12	3
Students with Disabilities	7		34	9.9	97	0	3	0
	8		38	10.6	97	0	0	0
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	59	64	63	56	60	58	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	63
Male	59
Female	66
Black or African American	34
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	--
White	81
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	57
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.90	21.60	16.10

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement Contact Person Name: Bernie Marez, AP Contact Person Phone Number: 951-788-7282

We support a full day translator who greets parents at our office door and on the phone in their native language. She provides regular phone calls and Parent-Link call outs to parents in Spanish (as well as regular paperwork translation) The translator also posts important information in Spanish on our website. Her job is to ensure that the voice of our Spanish speaking parents is heard daily.

Parents are encouraged to attend all parent meetings, parent workshops and volunteer in their child's classrooms. Parents are invited and encouraged to join/attend Central's PTSA, ELAC/Title 1, and School Site Council Meetings. We have an active Cheer Booster parent group. Many parents provide critical support for our band program when they transport, set up and bring back musical instruments for our beginning, intermediate and advanced band performances. We always have parent chaperones on our Arts field trips to the Riverside City College Theatre performances and on other club/AVID field trips. PTSA enlists parents to work our yearly Carnival and our 8th grade end of the year events.

Additionally, all parents are asked to take an active role in their child's education through homework monitoring and ongoing communication with the school. A wealth of useful information is available on our website www.rusdlink.org/site/default.aspx?DomainID=38. Links to all our activities and events are available on our Cub website and translation by Google into Spanish and other parental languages.

Every student at Central has the opportunity to have a device checked out to him/her to use in school and at home for extended 24/7 learning. Parents and students are required to attend a 3 hour training in device usage and safe Web practices to receive this device. In the training both parents and students learn basic internet safety, how to email teachers, local resources available online for family needs and how to check their student's grades, homework and attendance in both Haiku and Aeries in an ongoing basis.

Parents get further communications from Central through administrative letters, our call-out system and flyers sent home with students. At the semester and end of the year, parents are surveyed through our website as to their ideas, needs and reflection on current academic and social practices at Central. Students are also surveyed as to their thoughts, ideas, suggestions and reflection as to the success of our programs at Central in meeting their needs. Our middle school hosts "Central Presents" and many ARTS performances throughout the year that bring in parents to watch students' demonstrate their knowledge and skill development in all curricular areas. We also draw incoming parents with a Welcome Ice Cream Social/Orientation where we share our academic and social programs designed for student growth in all areas.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	16.79	15.11	11.89	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.12	0.13	0.26	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	14	9	11	23	12	16	6	23	14	10	9
Mathematics	25	9	12	9	28	5	13	8	24	7	18	4
Science	28	5	6	14	30	3	7	14	19	18	13	7
Social Science	30	4	7	13	30	2	13	9	19	18	13	6

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6,685	1,620	5,065	75,816
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	5.0	-6.7
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-7.6	1.1

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

Types of Services Funded (Fiscal Year 2014-15)

Central Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$53,191 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$161,836 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Teachers and staff are surveyed as to their personal interests and needs in terms of professional development. Since we are a one to one device school we have encouraged the participation of our staff in any and all workshops that have to do with the use and application of technology for teaching and learning. 98% of our teachers have attended CUE and ISTE conferences to expand their expertise with technology. We have sent our teachers to Google Trainings and Guru Workshops. Teachers are required to come back and "teach" the rest of the staff during staff meetings, in professional development and collaboration days what they have learned at conferences.

Since we are a program improvement school, our teachers have been given the opportunity to attend specific curricular workshops in their teaching area such as history, science, PE, music etc. All teachers attend some workshop at the district county or state level each year for professional development. As approved in our School Plan we invest over 10% of our Title one money into professional development for staff. Many forms of professional development are now offered online in modules for teachers that can be done after hours or on weekends at the teacher's discretion.

The last three years all teachers have common district wide collaboration time common to other schools every Wednesday afternoon. Central teachers meet collaboratively in departments and cross -curricular to look at student product, assessment data and grades to inform instruction and development of lessons and re-teaching opportunities. Often teachers meet in "like" groups at other sites to collaborate across schools and share best teaching practices and what works.

Fifteen times a year we provide teachers with professional development that covers new practices such as Common Core, New ELD standards, use of technology such as Google Docs, Google Classroom and addressing the unique behavior and learning needs of at risk students. Several times we have had students lead a type of Socratic circle demonstration for our teachers to encourage student critical thinking and school wide literacy practices common to every classroom. Twice a month professional development is teacher decided where they meet to create lessons, assessments and monitor student progress using IReady, Illuminate, SBAC practice tests and district writing/curricular assessments/blur prints. They are now using SBAC results and aligning it with the results of ongoing quick learning assessments as students progress through the school year.

All teachers were provided a full day of technological training before this year started. RUSD is providing ongoing curricular professional development two times during the school year for every teacher. Support instructional specialists are supporting teachers in the classroom with vital questions and feedback of practices new to Common Core. These curricular specialists are also coming to train departments on requested Wednesday Collaboration days.

This is the third year that we have provided a Response to Intervention Coach. He is a full time support coach that provides ongoing professional development for teachers in best practices, Common Core, ELD, and technology for teachers. Departments request his support and he does small targeted in-services for them on specific professional development. For example he has provided training in ELD standards, Common Core alignment, best practices for tier one support, Tier two support, and even explanations of diagnostics for determining tier three students for intensive support of learning in math and language arts. He has in-serviced teachers on use of different software programs such as IReady, STMath, Study Island, AR reading, Illuminate assessments creation and data analysis. He supports teachers in mentoring them on processes such as School Success Teams or 504 meetings with the application of shared Google Documents for information sharing and communication with parents.

All teachers have either a MAC or Lap Top computer with a Promethean Board hookup in their classroom. To support the use and maintenance of this technology Central has a Learning Management Specialist on site. He provides our entire staff ongoing professional development in working with technological hardware and software across the campus. He meets with individual teachers and departments to provide targeted in-serve in an application of software that they need specific support. The LMS presents at staff meetings and is responsible for assisting teachers in lesson development which includes embedded technologies. He also provides professional development for students and parents in technology by appointment each day.

All staff members at Central participate in staff development training as listed above.. Many staff members participate in other activities sponsored by the school, district, or through special projects that are appropriate for their individual professional growth needs and interests.

The major topics covered during conferences, mentoring, workshops and in-services the last couple years are listed below:

1. Beginning Teacher Support Training for all new teachers-

- * RUSD provides a BTSA support provider-
- * The principal aligns an experienced teacher to buddy with every new teacher.

2. Common Core Reading/Writing/Speaking Standards

- * Staff PD training for last two years - twice a month with weekly support by Coach and colleagues
- * PD by RUSD at a district level with trainings in every curricular area
- * Instructional support providers at district level provide site support and training per request and need of departments
- * Site RTI coach mentors teachers by demonstrating lessons and one on one classroom support

3. Technology Literacy, Informational Literacy, Digital Citizenship (WEB 2.0), Visual Literacy (Photos, Videos, Vodcasts, Graphics etc.), and Technological Implementation/Assessment-

- * Site Guru training, Google Training, Illuminate, Conference Share Outs,
- * Conference attendance at ISTE, Google, CUE and RUSD Technology offerings
- * Online Modules for Technology-
- * You Tube Video Trainings
- * School2Home Module Training for Staff
- * One on One mentoring by Learning Management Specialist

4. Curricular Conferences attended by specific staff/teachers:

- * PE in Common Core
- * Teaching Guitar, Band Best Practices
- * Advanced Placement in Spanish
- * Leadership with Students (Disney)
- * Applied Physics for Learning (Knotts)
- * Environmental Science - (Aquarium of Pacific)
- * California South Math Conference
- * ISTE International Conference

- * CUE Regional Conference
- * History Day Competition Conference
- * STEM Conference for Science
- * RUSD - ELD Workshops, READ 180- English 3 D
- * Riverside County US History Conference
- * Google Classroom
- * Guru Files
- * EDU Support Conference
- * AVID National and Regional Conferences
- * San Bernardino State College Counselors Conference
- * Career Cruising
- * Haiku, Aeries, and Grade-book Trainings
- * ASB Training
- * Yearbook Training
- * GATE Certification Training
- * AVID WICKR Strategies
- * Mind Mapping & other Graphic Organizers
- * Classroom management for success
- * Site Leadership Training for Department Chairs
- * Instructional Strategies for At Risk Students
- * Special Education Law in practice
- * Student Success Team/ 504 Training
- * Compliance Training

5. Professional Learning Community collaboration time to analyze student results, setting goals and developing action plans for increased student social and academic growth-

- * District Wide Wednesday Collaboration Days for Teachers.

6. Examining Test Data/Multiple Measures/Student Work Artifacts/Planning for the Improvement of Student Achievement

7. Staff members all receive training in cultural proficiency to gain skills in connecting to students in positive ways.

8. Staff receives training in mandated reporting, bullying prevention, emergency procedures, and identification of identified student special needs groups (.i.e. gender identification, sexual harassment)

All staff is supported in implementation of acquired knowledge and skills through ongoing support by Department Chairs, RTI Coach, Learning Management Specialist, and site administrators. Teachers meet with leadership on site on a weekly basis. Administration provides formal and informal discussion opportunities with staff to hone skills, have questions answered, or provide re-teaching or exposure to new concepts, materials and technologies in education. School Site Council and ELAC parent and student groups are updated on a monthly basis as to all staff professional development and commitment of funds toward that objective. These activities are duly noted in our Central School Plan.