Rancho Viejo Middle School

985 N. Cawston • Hemet, CA 92545 • (951) 765-6287 • Grades 6-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Hemet Unified School District
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District Governing Board

Mrs. Stacey Bailey

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

Mr. Joe Wojcik

District Administration

Mrs. Christi Barrett
Superintendent

Mrs. Christi Barrett
Superintendent

Dr. LaFaye Platter
**Deputy Superintendent
Human Resources**

Mr. Vince Christakos
**Assistant Superintendent
Business Services**

Dr. David Horton
**Assistant Superintendent
Educational Services**

School Description

At RVMS we foster and support a student centered approach, which provides an atmosphere where a child's social, emotional, and academic needs are equally important. We understand that all students have special talents and we plan on providing the opportunities for students to develop these talents.

To support these goals the RVMS staff:
Will be committed to leading our diverse population
Will provide a variety of academic, physical, and social experiences
Will maintain a safe learning environment for all students
Will keep student success at the forefront of all decisions

The mission of Rancho Viejo Middle School is to close the achievement gap by providing every student a comprehensive education that prepares them for future learning and success in a global society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	441
Grade 7	392
Grade 8	404
Total Enrollment	1,237

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.9
Asian	0.6
Filipino	0.6
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	0.4
White	19
Two or More Races	3.7
Socioeconomically Disadvantaged	88.1
English Learners	18.4
Students with Disabilities	15.2
Foster Youth	1.1

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			
Rancho Viejo Middle School	14-15	15-16	16-17
With Full Credential	48	48	54
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	4	3	6
Hemet Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1071
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	94

Teacher Misassignments and Vacant Teacher Positions at this School			
Rancho Viejo Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "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

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	97.2	2.8
High-Poverty Schools	97.1	2.9
Low-Poverty Schools	98.6	1.4

* 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 2016-17)

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, including English learners kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9/6/16 that each pupil in the district, including English learners in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials Year and month in which data were collected: September 6, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English Now! V 2.0 - LitConn, Inc. Dec. 2006 Holt Literature & Lang Arts - Harcourt Brace May 2002 SRA/Reach Scholastic Read 180 - SRA/McGraw Hill .Scholastic, Inc. July 2005 Compass Learning - Odyssey June 2011
Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1 - McDougal, Littell, a division of Houghton Mifflin June 2008 California Pre-Algebra - McDougal, Littell Publ Dec 2011 California Geometry - McDougal Littell June 2008 Compass Learning - Odyssey June 2011 MIND ST Math Program - MIND Research Institute October 2011
Science	Earth Science - Holt, Rinehart & Winston March 2001 Life Science - Holt, Rinehart & Winston March 2001 Physical Science - Holt, Rinehart & Winston March 2001
History-Social Science	History Alive! The Ancient World - Teachers' Curriculum Institute June 2007 History Alive! The Medieval World and Beyond - Teachers' Curriculum Institute June 2007 History Alive! The United States Through Industrialism - Teachers' Curriculum Institute June 2007
Health	Decisions for Health - Holt, Rinehart & Winston July 2005

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Viejo is a state of the art facility that is in it's fifth year of operation. At this time there are no needed structural improvements.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/3/2016				
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			Library R/R: BOYS HOLE IN WALL.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/3/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			604: 1 LIGHT OUT. 707: 4 LIGHTS OUT. 804: 1 LIGHT OUT. Girls outside R/R: 2 TOILETS & 1 DRYER NOT WORKING. Office: 1 LIGHT OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		100 boys R/R: USED FOR STORAGE 100 girls R/R: USED FOR STORAGE 305: 1 FAUCET HAS NO WATER. 306: 4 FAUCET HAS NO WATER. 307: Drinking fountain not working. 406: FAUCET HAS NO WATER. 500 GIRLS OUTSIDE RESTROOM: FAUCET PRESSURE TOO LOW. 505: No water. 507: Broken faucet. NO WATER. 509: No water. 603: NO WATER. 606: FAUCET PRESSURE TOO HIGH. 1 LIGHT IS OUT. 609: Sink does not work, drinking fountain does not work. NO WATER. 709: Drinking fountain HAS NO WATER. Boys locker room 1012: NO WATER FAUCET. Girls locker room 1011: 1 SINK does not work outside. Girls outside R/R: 2 TOILETS & 1 DRYER NOT WORKING. GYM: 2 - Drinking fountain does not work, Cover missing off of Exit sign. outside girls R/R: Sink does not work.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

•   Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison								
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	58	58	53	48	45	43	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.1	22.8	24.9

*   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.

	2015-16 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	24	28	33	37	44	48
Math	12	16	22	24	34	36

*   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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	419	406	96.9	52.7
Male	216	210	97.2	51.4
Female	203	196	96.6	54.1
Black or African American	48	46	95.8	37.0
Hispanic or Latino	272	266	97.8	51.5
White	77	72	93.5	61.1
Two or More Races	12	12	100.0	83.3
Socioeconomically Disadvantaged	241	230	95.4	47.8
English Learners	40	38	95.0	15.8
Students with Disabilities	58	54	93.1	37.0

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	457	434	95.0	24.6
	7	412	404	98.1	28.0
	8	418	410	98.1	32.7
Male	6	238	231	97.1	19.5
	7	205	204	99.5	24.6
	8	216	213	98.6	25.8
Female	6	219	203	92.7	30.5
	7	207	200	96.6	31.5
	8	202	197	97.5	40.1
Black or African American	6	36	32	88.9	15.6
	7	46	45	97.8	17.8
	8	47	47	100.0	27.7
Hispanic or Latino	6	295	288	97.6	22.2
	7	270	266	98.5	28.2
	8	272	269	98.9	28.3
White	6	90	86	95.6	32.6
	7	67	64	95.5	32.8
	8	77	72	93.5	48.6
Two or More Races	6	24	19	79.2	31.6
	7	16	16	100.0	25.0
	8	12	12	100.0	33.3
Socioeconomically Disadvantaged	6	246	230	93.5	14.8
	7	246	242	98.4	22.4
	8	240	233	97.1	26.2
English Learners	6	75	71	94.7	1.4
	7	51	51	100.0	3.9
	8	40	39	97.5	2.6
Students with Disabilities	6	80	77	96.3	3.9
	7	65	65	100.0	9.4
	8	58	57	98.3	10.5

Table title: School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	6	456	432	94.7	19.0
	7	412	403	97.8	16.2
	8	412	403	97.8	16.2
Male	6	238	232	97.5	17.8
	7	205	204	99.5	16.8
	8	205	204	99.5	16.8
Female	6	218	200	91.7	20.5
	7	207	199	96.1	15.6
	8	207	199	96.1	15.6
Black or African American	6	36	32	88.9	9.4
	7	46	45	97.8	15.6
	8	46	45	97.8	15.6
Hispanic or Latino	6	295	287	97.3	18.2
	7	270	266	98.5	14.0
	8	270	266	98.5	14.0
White	6	90	86	95.6	22.1
	7	67	63	94.0	23.8
	8	67	63	94.0	23.8
Two or More Races	6	23	18	78.3	22.2
	7	16	16	100.0	12.5
	8	16	16	100.0	12.5
Socioeconomically Disadvantaged	6	245	229	93.5	11.8
	7	246	241	98.0	14.6
	8	246	241	98.0	14.6
English Learners	6	75	72	96.0	
	7	51	51	100.0	
	8	51	51	100.0	
Students with Disabilities	6	80	77	96.3	1.3
	7	65	65	100.0	3.1
	8	65	65	100.0	3.1

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 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.

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 (School Year 2016-17)
Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

It is the goal of Rancho Viejo to be the hub of community involvement by building strong relationships with parents and community stakeholders. There is no stronger team than staff, students, and parents working together to provide a safe, rigorous and meaningful education for our students! We have a very strong PTSA and are excited to continue our WATCH D.O.G.S. (Dads of Great Students) program this year. For our non-English speaking parents, we offer an English Language Advisory Committee (ELAC) to help keep all parents informed and involved. In addition to ELAC, RVMS has partnered with MSJC to provide free ESL classes for parents who desire to learn English. It is our hope to get as many parents on campus as possible to provide positive role models and adult mentors to our students. RVMS has also started the PTSA SMARTS, Parent Education program this year.

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.

School Safety Plan
(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.
(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
    (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
    (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).
    (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
    (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
    (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
    (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
    (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
    (H) A safe and orderly environment conducive to learning at the school.
    (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
    (J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
    (K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
    (L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.
    (M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (1/28/16) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (3/2/16).

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	15.6	14.9	8.1
Expulsions Rate	0.7	0.6	0.5
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	7.3	7.0	6.3
Expulsions Rate	0.2	0.3	0.3
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		20
Percent of Schools Currently in Program Improvement		80.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	0
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	642

* 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 Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	28	25	25	11	14	14	4	11	11	18	12	12
Mathematics	24	25	25	15	14	14	6	8	8	17	13	13
Science	33	34	34	5	2	2	1	2	2	19	19	19
Social Science	34	34	34	5	2	2	1	4	4	18	17	17

* 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.

Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,694	$45,092
Mid-Range Teacher Salary	$71,781	$71,627
Highest Teacher Salary	$94,889	$93,288
Average Principal Salary (ES)	$121,056	$115,631
Average Principal Salary (MS)	$123,266	$120,915
Average Principal Salary (HS)	$136,990	$132,029
Superintendent Salary	$236,140	$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,545	$1,208	$4,336	$69,903
District	♦	♦	$5,327	$76,186
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			-18.6	-1.7
Percent Difference: School Site/ State			-18.9	-4.2

* Cells with ♦ do not require data.

Types of Services Funded

The SAFE after school program services students in grades one through eight from the time the dismissal bell rings until 6:00 PM. There are approximately 170 students enrolled in the program. The program is financed through State funds (Prop-49). The SAFE program also funds after school interventions targeting students who are scoring below proficiency on grade level standards.

Title I
Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school.

EIA/LEP/ELAP
Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

Other programs being funded are: Music Programs, Athletic Programs, English 3D, Read 180/System 44, AVID

OTHER PROGRAMS
To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

LCAP Supplemental Initiatives -- $79,426
Supplemental/Concentration -- $93,091
AVID - LCAP--$59,485
Site Lottery -- $25,890
Title I -- $211,187
Spec Ed Federal Local Asst -- $192,039
Medi-Cal Reimbursements -- $750
ASES-After School Program -- $56,877
Special Education State/Local -- $982,330
RCOE Local Grant - Friday Night Live -- $750

DataQuest

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

Internet Access

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