

Central Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

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
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 (School Year 2016-17)

Central is in its fourth year as a designated Magnet Middle School for the Arts, and Innovation in Riverside Unified School District. Our 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 in reading, writing and presenting while increasing their technological skills and capacity. We work to foster in our students an understanding of our local and global communities providing the essential groundwork needed for our students to have satisfying, happy and healthy lives.

Increased academic growth at Central is supported through high academic 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 state standards in every curricular area 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 three years we have utilized a Response to Intervention Program (RTI) during the day. It is a targeted pull out program for our lowest 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. IXL software licenses in math provided some of our most disadvantaged math students the opportunity to work 24/7 independently on supplemental lessons for growth at their current level of expertise in math. (This coming year we will use MAP Universal Screener to diagnose student math levels.) Data from this program consistently shows significant grade level advancement for these math students. Additionally our students were provided technological website support in math and language arts 24/7 with their devices (i.e Khan Academy). We provided ELD students and low readers Moby Max software access and the READ 180 program for two hours a day and transitional language students an English 3 D class. This next year (2016-2017) we are providing additional language support for our ELD students through AVID EXEL classes.

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' strengths, 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 (School Plus2 RUSD School Board goal). In 2015-2016 we had 100% participation in School Plus2. We champion 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 and in 2015-2016. A zero period Theater class provided students without electives (students in interventions or special education) 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. This again increased by another 10% in 2015-2016. Administration, counseling and leadership teams have worked to provide personalized support in discipline for students making poor choices by teaching students positive relationship strategies. Our focus on student engagement and personalized discipline, in tandem with our expectation that all students participate in our school community, resulted in a continual reduction in discipline incidents of 69% over the last four years. These actions have maintained Central as a safe and positive place to learn and work.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	352
Grade 8	339
Total Enrollment	691

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.6
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	0
White	16.1
Two or More Races	2.7
Socioeconomically Disadvantaged	83.4
English Learners	14
Students with Disabilities	11.4
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	34	33	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.0	2.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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 2016-17)

Year and month in which data were collected: 12/06/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/06/2016 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.

Subject	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, Rinehart and Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010)	Yes	0%

Subject	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) Holt, Rinehart and Winston: California Mathematics Course 2 - Pre-Algebra Holt, Rinehart and Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart and Winston: California Algebra Readiness - Volumes 1-4 Holt, Rinehart and Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Holt, Rinehart and Winston: Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry	Yes	0%
Science	Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
History-Social Science	Holt, Rinehart and Winston: World History, Grade 7 Holt, Rinehart and Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhardt and Winston:United States History, Grade 8 Holt, Reinhart and Winston:United States History: Independence to 1914: Holt CA Social studies	Yes	0%
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1 Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigo! Nuevas Vistas Uno	Yes	0%
Visual and Performing Arts	Offer standard-based visual art, instrumental music, and vocal music as electives.	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 Classroom

Completely Air Conditioned including GYM

Cub Hub (Library, digital library and technology center)

Elevator in Two-Story Building

Computer IMAC Lab for Tech Classes (All students have one to one Chromebooks assigned)

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 01/18/17.

Central has a plant supervisor and a part-time custodian, who along with other district personnel, maintains 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 = 617

Labor Hours = 1876.66

Assessed Value of Work = \$79991.51

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01/18/17				
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 of the most recent FIT report: 01/18/17				
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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	41	44	48	44	48
Mathematics	20	24	33	35	34	36

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

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	342	337	98.5	42.7
	8	346	337	97.4	39.9
Male	7	160	156	97.5	35.3
	8	176	173	98.3	38.1
Female	7	182	181	99.5	49.2
	8	170	164	96.5	41.7
Black or African American	7	29	28	96.5	35.7
	8	22	22	100.0	59.1
Hispanic or Latino	7	238	235	98.7	37.9
	8	250	244	97.6	38.1
White	7	53	52	98.1	61.5
	8	60	58	96.7	36.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	7	13	13	100.0	53.9
Socioeconomically Disadvantaged	7	284	279	98.2	38.7
	8	286	280	97.9	36.2
English Learners	7	37	35	94.6	2.9
	8	43	40	93.0	2.5
Students with Disabilities	7	41	38	92.7	5.3
	8	34	33	97.1	6.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	342	337	98.5	28.3
	8	342	337	98.5	28.3
Male	7	160	156	97.5	27.1
	8	160	156	97.5	27.1
Female	7	182	181	99.5	29.3
	8	182	181	99.5	29.3
Black or African American	7	29	28	96.5	28.6
	8	29	28	96.5	28.6
Hispanic or Latino	7	238	235	98.7	24.4
	8	238	235	98.7	24.4
White	7	53	52	98.1	36.5
	8	53	52	98.1	36.5
Two or More Races	7	13	13	100.0	38.5
	8	13	13	100.0	38.5
Socioeconomically Disadvantaged	7	284	279	98.2	25.1
	8	284	279	98.2	25.1
English Learners	7	37	35	94.6	2.9
	8	37	35	94.6	2.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	41	38	92.7	
	8	41	38	92.7	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64	63	59	60	58	54	60	56	54

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

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	346	335	96.8	59.4
Male	176	172	97.7	68.0
Female	170	163	95.9	50.3
Black or African American	22	22	100.0	50.0
Hispanic or Latino	250	242	96.8	56.6
White	60	58	96.7	67.2
Socioeconomically Disadvantaged	286	277	96.9	55.6
English Learners	43	40	93.0	25.0
Students with Disabilities	34	33	97.1	51.5

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.7	20.9	23.3

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 (School Year 2016-17)

Parent Involvement Contact Person Name: Magdalena Zepeda Assistant Principal - 951-788-7282

Formal Groups:

School Site Council (SSC) - Members elected however all parents are provided meeting dates/times and encouraged to attend.

English Language Advisory Committee (ELAC)- All Spanish speaking parents are encouraged to attend this group by our Central translator. 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.

Parent Teacher Student Association (PTSA) All parents, students and staff are encouraged to join and attend all activities and meetings.

Cheer Booster Club: All cheer parents are part of this booster club.

Band Support Parents: These parents transport instruments attend recitals/performances and chaperon field trip competitions.

Parent Trainings: Every student at Central has a Chromebook checked out to him/her (or their own device) 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.

Parent Academic Monitoring: 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.

Ongoing Communications: Parents get further communications from Central through administrative letters, our call-out system and Peachjar flyers emailed and sent home with students. At the 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 many ARTS performances throughout the year 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.

In 2016-2017 we are adding an additional parent connection to student work online through the website Seesaw School Wide and student digital portfolios.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.1	11.9	9.7	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.1	0.3	0.5	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council reviews and adds input to the updating of the school's Comprehensive Safety Plan. - A Site Comprehensive Safety Plan Checklist is provided by RUSD Student Services to align with RUSD board policies and government safety requirements (including those of Homeland Security) to provide 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 intruder (ie active shooter) drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current data 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) and SAP counselor assigned. This Comprehensive Safety Plan is always available for public review in our Central School Office. The SSC president and district Student Services personal sign this document yearly indicating compliance with laws, RUSD policies and approval (including input) from the School Site Council Members.

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.

Federal Intervention Program (School Year 2016-17)

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	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	12	16	6	23	14	10	9	21	15	13	8
Mathematics	28	5	13	8	24	7	18	4	26	5	17	4
Science	30	3	7	14	19	18	13	7	18	17	14	6
Social Science	30	2	13	9	19	18	13	6	18	19	14	5

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	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	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,363	\$1,693	\$5,670	\$77,051
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	8.3	-5.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-0.1	1.6

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$57,033 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

\$155,517 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
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/>.

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 in 2015-2016 before the 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 state standards in every curricular area. These curricular specialists are also coming to train departments on requested Wednesday Collaboration days.

This is the fourth 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, IXL Math, Study Island, AR reading, Moby Max and Illuminate assessments creation and data analysis. He supports teachers by 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. State Standards in Literacy 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 and 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. Two staff development days involved interactive training in the deescalation of challenging student behaviors in the classroom by teachers.

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.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.