

Chemawa 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	Chemawa Middle School
Street	8830 Magnolia Ave.
City, State, Zip	Riverside, CA 92503-4414
Phone Number	(951) 352-8244
Principal	Raúl Ayala
E-mail Address	rayala@rusdlearns.net
Web Site	http://www.rusdlink.org/Domain/39
CDS Code	33-67215-6061790

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)

Our vision at Chemawa is to transform lives and our mission is to educate and inspire students to positively impact our community. Our core values are collaboration, community, innovation, and integrity.

To reach their academic potential, it is our duty to equip students with the necessary skills to be College and Career Ready. We are committed to teaching our students essential 21st Century Learning skills as follows:

Learning and Innovation Skills

1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Since we are a one-to-one (1:1) school, we integrate technology into lessons and teach our students how to be good citizens in an online environment. We commit to teaching our student the following skills: Information, Media and Technology Skills

Digital Literacy

Digital Citizenship

Media Literacy

ICT Literacy - Apply Technology Effectively

4. Use technology as a tool to research, organize, evaluate and communicate information
5. Use digital technologies (computers, smart phones, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a global economy
6. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

We do this by keeping lessons relevant and engaging, monitoring progress frequently, collaborating as a staff to refine our efforts, focusing on student success, and ensuring that all students receive high quality curriculum and instruction that meets the rigor of Common Core State Standards. Our ultimate goal is to prepare our students to attend college and increase their capacity to compete in the global economy.

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

Grade Level	Number of Students
Grade 7	443
Grade 8	440
Total Enrollment	883

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.7
Asian	1.2
Filipino	0.5
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.5
White	9.7
Two or More Races	1
Socioeconomically Disadvantaged	88.9
English Learners	22.8
Students with Disabilities	13.6
Foster Youth	0.6

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	43	40	43	1855
Without Full Credential	0	0	1	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	0	0
Total Teacher Misassignments *	0	0	0
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	92.5	7.5
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, Reinhart 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: 2008
Lot Size: 20.5 Acres
36 Permanent Classrooms
8 Portable Classrooms
Completely Air Conditioned
Library
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. Chemawa Middle School completed their school site inspection on 04/05/17.

Chemawa 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 = 685
Labor Hours = 1703.76
Assessed Value of Work = \$79339.04

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: 04/05/17				
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: 04/05/17				
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	37	40	44	48	44	48
Mathematics	21	25	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	449	433	96.4	40.6
	8	444	435	98.0	39.3
Male	7	241	233	96.7	33.9
	8	200	195	97.5	26.1
Female	7	208	200	96.2	48.5
	8	244	240	98.4	50.0
Black or African American	7	26	25	96.2	32.0
	8	30	30	100.0	23.3
Hispanic or Latino	7	358	344	96.1	39.5
	8	344	336	97.7	37.8
White	7	44	43	97.7	46.5
	8	44	43	97.7	53.5
Socioeconomically Disadvantaged	7	401	386	96.3	39.6
	8	395	387	98.0	37.2
English Learners	7	99	88	88.9	8.0
	8	107	102	95.3	7.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	57	56	98.3	1.8
	8	65	64	98.5	6.3

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	450	443	98.4	21.2
	8	450	443	98.4	21.2
Male	7	241	238	98.8	20.6
	8	241	238	98.8	20.6
Female	7	209	205	98.1	21.9
	8	209	205	98.1	21.9
Black or African American	7	27	26	96.3	11.5
	8	27	26	96.3	11.5
Hispanic or Latino	7	358	353	98.6	19.8
	8	358	353	98.6	19.8
White	7	44	43	97.7	32.6
	8	44	43	97.7	32.6
Socioeconomically Disadvantaged	7	402	395	98.3	20.0
	8	402	395	98.3	20.0
English Learners	7	99	97	98.0	2.1
	8	99	97	98.0	2.1
Students with Disabilities	7	57	56	98.3	
	8	57	56	98.3	

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	59	53	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	445	438	98.4	53.4
Male	201	196	97.5	53.1
Female	244	242	99.2	53.7
Black or African American	30	30	100.0	40.0
Hispanic or Latino	345	339	98.3	51.0
White	44	43	97.7	72.1
Socioeconomically Disadvantaged	396	390	98.5	51.3
English Learners	107	106	99.1	18.9
Students with Disabilities	65	63	96.9	25.4

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	19.2	22.3	16.7

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: Raúl Ayala

Contact Person Email: rayala@rusdlearns.net

Contact Person Phone Number: 951-352-8244 Ext# 52100

Chemawa holds regular meetings of PTSA (Parent, Teacher, Student Association), School Site Council (SSC), Academic English Learner (AEL) and Title 1 Parent Advisory Group. Each parent group identifies parent training needs. Parents are encouraged and welcome to assist with school functions or just visit their child's classrooms. All parents are encouraged to take an active role in their child's education by monitoring their child's School Planner, Dashboard, Aeries, asking about class and homework, and maintaining ongoing communication with the school. Communications sent home are translated into Spanish. Lastly, Chemawa partners with Parent Institute for Quality Education (PIQE) and provides parent engagement education programs; morning and evening sessions are offered, along with child care. Chemawa also hosts "Bring Your Parent to School" each year. Parents attend classes with their child and experience classroom instruction first hand each year.

All parents at Chemawa have access to our Student Information System via online. This means parents have timely feedback about their child's progress in any given class, attendance, and discipline information. All students at Chemawa have a digital device to access their books, access learning 24/7, and use for storage and personalization. Chemawa is committed to training all parents to use and access technology for the purpose of informing and broadening our scope of communication. Parent trainings for digital citizenship and acceptable use of computers is provided each year as well. The six digital citizenship modules for parents are offered online in a self pace environment or face-to-face environment. Digital badges are provided to parents to completing the modules. Personal assistance is provided to parents through videos and in-person before and after school.

Parent communication through newsletters, mass e-mails, teleparent/phone messages, website (www.rusdlink.org) and social media (Twitter, Facebook, Remind 101, and Instagram) keeps parents informed about school events and upcoming parent meetings. Parents are provided immediate access to student grades and attendance records through Aeries found on the parent portal on both the district and school website. As previously stated, the Intouch and Teleparent automated calling systems are used to inform parents of student progress and school events.

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	12.4	10.2	7.2	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	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	22	19	25	5	22	20	17	8	26	9	15	12
Mathematics	26	10	18	10	24	13	20	4	24	12	16	9
Science	29	6	15	13	27	7	17	9	28	6	9	16
Social Science	29	6	15	13	26	8	16	10	28	6	8	17

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	0.5	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	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	\$7,017	\$2,030	\$4,986	\$74,628
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-4.8	-8.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-12.2	-1.6

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$96,654 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 \$212,494 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)

Before determining staff professional development needs, our school analyzes the current achievement scores to determine students' needs and learning gaps. Based on these findings, the district develops district wide agreements that include the instructional priorities teachers will implement. These priorities then become the focus of the staff development provided by the district specialists. The classroom walk through data determines the professional development needs of the individual school site which is provided by the principal and Common Core coach. The instructional coach is available to provide collegial support on a daily basis and New Teacher Induction support providers provide additional instructional assistance and support to probationary teachers. During the 2013-15 school year, all staff members at Chemawa participated in a wide variety of staff development training provided on site during District wide professional development days and teacher release days. This will continue in 2014-2017. Staff members also participated in other workshops or trainings sponsored by the school, district, or through special projects that were appropriate for their individual needs. The major topics covered during school and district-based trainings are listed below:

1. Development of clearly defined objectives or essential questions.
2. Establishment of daily schedules and classroom routines that maximize instruction
3. Focusing lessons on the higher levels of Webb's Depth of Knowledge and using Costa's Levels of Questioning.
4. Organizing lessons to follow the design elements for first best instruction
5. Providing Professional Development in the areas of Common Core State Standards, close reading, critical reading skills, focused note taking, and vocabulary development.
6. Development of teacher skills in using technology in both synchronous and asynchronous learning environments.
7. Implementation of the BLAST Jr. Curriculum to increase literacy and focus on students' strengths to improve learning.
8. Design and implement lessons that incorporate the use of technology (SAMR) so that students can make substantive connections between lesson content and real life scenarios.
9. Implementation of Marzano's high yielding instructional strategies
10. Development of Interventions which include pre and re-teaching as needed
11. Designing differentiated instruction for advanced and under performing students
12. Training teachers to implement effective instructional strategies that engage and support all Academic English Learners. Strategies include using sentence frames, comprehensible input, use of advanced/graphic organizers, and how to effectively check for understanding in a formative way.
13. Analysis of data using a Data Analysis Protocol that ensures under performing students receive timely systematic interventions and academic support.
14. Site PD designed around Teacher Needs Survey focusing on Inquiry, High Yield Instructional Strategies, and Student Engagement.
15. Site PD rotations in which various topics created by teachers via PD Playlist are facilitated by different teachers to build and foster leadership on site.
16. Implementation of school-wide Critical Reading Protocol for nonfiction articles, fictional excerpts, and various forms of media to support common core standards and literacy across curriculum.

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