

# Matthew Gage 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	
<b>School Name</b>	Matthew Gage Middle School
<b>Street</b>	6400 Lincoln Ave.
<b>City, State, Zip</b>	Riverside, CA 92506-4423
<b>Phone Number</b>	(951) 788-7350
<b>Principal</b>	Gerard "Gary" Reller
<b>E-mail Address</b>	<a href="mailto:greller@rusd.k12.ca.us">greller@rusd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.gagegators.org">www.gagegators.org</a>
<b>CDS Code</b>	33-67215-6059133

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)

The Vision of Matthew Gage Middle School:

The Matthew Gage Middle School community will provide a safe and positive school environment, promote education, and support individuals for growth and life's opportunities.

The Motto of Matthew Gage Middle School:

A place to learn, grow, and achieve.

Matthew Gage Middle School has developed and implemented academic and extra/co- curricular programs to support student success and to ensure a student's connection to school.

The AVID Program brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas. Students enrolled in AVID are provided support in learning strategies needed to be successful in middle school and beyond. Matthew Gage Middle School also provides interventions for students in the area of language acquisition through the use of AVID Excel.

Matthew Gage Middle School students are given opportunities to experience academic success at different levels which include GATE/Honors classes in English Language Arts, History, and Science. Students who need additional help in attaining the grade level standards are provided instruction through Read 180, tutoring, and Special Education programs. To support students in Mathematics, all math classes have a tutor that support students in their learning. In addition, students are encouraged to get a early start in earning high school credit while at Gage Middle School by enrolling in French I, Spanish I, Spanish Language Advanced Placement and Accelerated Math. Student who who wish to increase their knowledge in the Core Content areas can participate in Matthew Gage Middle School academic competitions; Science Olympiad, Science Fair, and National History Day.

Matthew Gage Middle School students are also exposed to a robust elective program. Visual and Performing Arts classes include Drawing and Painting, Drama, Choir, Orchestra, and Band. Career Technical Education options include, Wood Shop, Digital Arts, Newspaper, and Yearbook. Lastly, students are encouraged to become part of one or more of the 20 clubs offered at Matthew Gage Middle School.

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

Grade Level	Number of Students
Grade 7	426
Grade 8	513
Total Enrollment	939

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	0.4
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.1
White	24.4
Two or More Races	1.9
Socioeconomically Disadvantaged	62
English Learners	11.2
Students with Disabilities	10
Foster Youth	0.3

## 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	43	42	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	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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	95.9	4.1
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.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	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%
<b>Visual and Performing Arts</b>	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: 1963  
 Last Modernized: 2004  
 Lot Size: 18 Acres  
 40 Permanent Classrooms  
 3 Portable Classrooms  
 Completely Air Conditioned  
 Library  
 Computer Lab  
 Indoor/Outdoor Cafeteria  
 School Auditorium

"Riverside Unified School District maintains both 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. Gage Middle School completed their school site inspection on 04/03/17.

Gage 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 = 585  
 Labor Hours = 2195.02  
 Assessed Value of Work = \$116994.77

**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: 04/03/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 04/03/17				
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	39	45	44	48	44	48
Mathematics	26	31	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	431	430	99.8	47.3
	8	508	497	97.8	42.6
Male	7	233	233	100.0	37.3
	8	260	253	97.3	34.3
Female	7	198	197	99.5	59.2
	8	248	244	98.4	51.2
Black or African American	7	23	23	100.0	40.9
	8	32	30	93.8	43.3
Hispanic or Latino	7	267	266	99.6	41.4
	8	335	330	98.5	38.3
White	7	117	117	100.0	59.0
	8	114	111	97.4	53.6
Two or More Races	8	12	12	100.0	41.7
Socioeconomically Disadvantaged	7	260	259	99.6	34.1
	8	323	318	98.5	36.0
English Learners	7	54	53	98.2	1.9
	8	58	57	98.3	1.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	44	44	100.0	2.3
	8	52	51	98.1	5.9

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	431	430	99.8	34.9
	8	431	430	99.8	34.9
Male	7	233	233	100.0	30.0
	8	233	233	100.0	30.0
Female	7	198	197	99.5	40.6
	8	198	197	99.5	40.6
Black or African American	7	23	23	100.0	26.1
	8	23	23	100.0	26.1
Hispanic or Latino	7	267	266	99.6	25.9
	8	267	266	99.6	25.9
White	7	117	117	100.0	53.0
	8	117	117	100.0	53.0
Socioeconomically Disadvantaged	7	260	259	99.6	21.2
	8	260	259	99.6	21.2
English Learners	7	54	53	98.2	
	8	54	53	98.2	
Students with Disabilities	7	44	44	100.0	2.3
	8	44	44	100.0	2.3

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
<b>Science (grades 5, 8, and 10)</b>	71	57	61	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
<b>All Students</b>	508	498	98.0	61.5
<b>Male</b>	261	254	97.3	63.0
<b>Female</b>	247	244	98.8	59.8
<b>Black or African American</b>	32	29	90.6	62.1
<b>Hispanic or Latino</b>	335	333	99.4	58.0
<b>White</b>	115	110	95.7	70.9
<b>Two or More Races</b>	12	12	100.0	66.7
<b>Socioeconomically Disadvantaged</b>	323	316	97.8	53.5
<b>English Learners</b>	58	57	98.3	19.3
<b>Students with Disabilities</b>	53	48	90.6	45.8

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
<b>7</b>	13.1	22.9	35.3

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)

Parents are encouraged to be an active participant at Matthew Gage Middle School. Opportunities for involvement are generated by the school site through the hosting of parent events, such as, Spirit Day, Back to School Night, 7th Grade and 8th Grade Parent Night, Incoming 7th Grade Parent Night, and others.

Parents are also invited to give their input to Matthew Gage Middle School through committees or associations, such as, the Parent Teacher Student Association (PTSA), School Site Council (SSC), and English Language Advisory Committee (ELAC). Parents are also given an opportunity to give input on topics such as facilities, budget, and curriculum. The Principal also holds monthly Coffee and Desert with the Principal which allows parents to meet with the principal and give input in a more intimate setting. The administration at Matthew Gage Middle School is very visible on campus and at student events allowing parents to give input on any issue that arises. For more information, please contact Mr. Gerard "Gary" Reller, Principal, 951-788-7350.

### 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
<b>Suspensions</b>	8.7	10.3	9.8	4.5	4.4	4.0	4.4	3.8	3.7
<b>Expulsions</b>	0.1	0.2	0.3	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 lock-down 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	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		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	19	9	20	24	14	17	13	26	9	20	10
Mathematics	29	4	17	14	27	11	8	20	25	10	19	9
Science	29	5	15	15	27	7	18	12	25	8	21	8
Social Science	31	4	8	21	28	6	14	15	27	6	15	13

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)	1	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	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	\$6,503	\$1,373	\$5,130	\$81,180
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-2.0	-0.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-9.6	7.0

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

**Types of Services Funded (Fiscal Year 2015-16)**

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

\$66,315 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

\$147,137 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)**

2014-15-, 2015-16, and 2016-17:

Continual growth as a professional educator is a focus of all the staff members at Matthew Gage Middle School and an integral part of that focus is professional development. The desired outcome of professional development is to increase student success in meeting or exceeding the New California State Standards. Matthew Gage Middle School determines what professional development is needed by analyzing student achievement data and the current research on instruction. The student achievement data that is reviewed includes Smarter Balanced Assessment results, Riverside Unified School District Benchmark Assessments, department common assessment results, as well as student feedback.

Professional development is delivered using many different modes. Staff participates in professional development delivered by other staff members who might have been to a particular conference or whose students are achieving at high levels. In addition, the Riverside Unified School District Curriculum Specialists provide professional development on curriculum development and delivery during scheduled Professional Development days throughout the year. Staff also solicits other experts to provide professional development on the use of technology in the classroom. Depending on the data, there are times when an outside consultant provides professional development to teachers. For example, Achieve 3000 software used to increase students reading level, has been providing professional development in the implementation of the software. Additionally, teachers attend conference outside of school to learn the newest research based strategies for instruction.

Teachers are supported by their colleagues and administration through the use of weekly collaboration time where teachers review student data and curriculum to determine the effectiveness of the professional development. The Principal also supports the staff by providing additional release time to collaborate on the development of effective instructional practices. Feedback is provided to teachers by administrators through the use of Instructional Rounds. Instructional Rounds are used to give instant feedback on a host of items including the instructional practices in the classroom.

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