Central Middle School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

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 2017-18)

Central is in its fifth year as a designated Magnet Middle School for the Arts, and Innovation in Riverside Unified School District. We are a middle school serving 7th and 8th grade students in the Riverside Unified School District. Our Central 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 the language development of all students 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 become socially contributing citizens of our community and have satisfying, happy and healthy lives.

Increased academic growth at Central is supported by our high academic expectations of students. Our rigorous curricular content is aligned with state standards emphasizing student and family engagement in learning. We analyse student academic growth in reading and math through the MAP Universal Screener three times a year. Teachers collaboratively practice a cycle of inquiry to respond to student needs. The cycle of inquiry analyzes many kinds of student data providing critical information empowering our teachers to design effective content lessons and assessments toward student grade level mastery of learning in every subject area. We provide opportunities for personalized learning for students in their areas of interest through clubs/activities and (one to one) Chrome Books (technology) for exploration of ideas- helping students to successfully interact with other scholars in our global society. Technology provides our students the opportunity to demonstrate learning in new ways. However, we continue to employ research based instructional practices as our foundation in addressing the learning needs of our under-represented and most at risk students. The focus of our teacher professional development centers on our closing the achievement gap in learning for our Hispanic, Socio-Economically Disadvantaged, homeless, special education and English language learners subgroups.

For the last three years we have utilized a Response to Intervention Program (RTI) within the school day. It is a targeted pull out program for our lowest performing math students. We use MAP Universal Screener to diagnose the students' level of proficiency and then have a special teacher work with these students for three week rotations in upping their basic math skills. IXL software licenses in math provides not only our RTI students but all our students the opportunity to work 24/7 independently on teacher assigned supplemental lessons for growth at their current level of expertise in math. Data from our RTI program consistently shows grade level improvement for these math students. Additionally students are provided technological website support in math and language arts 24/7 with their devices (i.e Khan Academy). This year we are also distributing 'hot spot' devices for students who do not have internet access at home. We provide English language learners and low readers software access (Moby Max, Brain Pop) and the new Universal READ 180 program for two hours a day to increase reading and language fluency. Long term English learners are enrolled in our new AVID EXCEL classes which provide increased language support as well as the organizational skills needed to be on track for high school and college.

We provide Central students a positive school climate to support their social and emotional growth. We nurture the unique skills or gifts that every student brings to Central. We first identify our students' strengths, interests and social needs. 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). We are proud that we have had 100% participation in School Plus2. by our students the last two years. We champion student connections to school through our range of electives (band, piano, guitar, ASB, AVID, AVID EXCEL, choir, art, creative writing, AP Spanish, digital media art, tech) and our various first period and after school clubs. Over 95% of eligible students were able to take their first choice of elective the last three school years. Additionally, we have been striving to provide elective access to our special education and at risk students through a zero period theater class and two elective classes (Art and ASB) 8th period -held after the regular school day. ASB 8th period has allowed our special education students the ability to be a part of our associated student body and build leadership skills (inclusion). It has also provided an opportunity for our other school student leaders to take rigorous classes such as AP Spanish and Advanced band during the school day.

Over the last three years we have intentionally increased student participation in our dances, spots, clubs, field trips, theater plays at RCC, movie nights, carnival and 8th grade events by over 50% by providing these events free of charge to students. Data from our last two years student Gallup poll indicate a high level of student engagement and student connections to Central Middle School. Administration, counseling and leadership teams have worked to provide personalized support in discipline for students making poor choices by modeling and 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, have resulted in a continual reduction in discipline incidents of 69% over the last four years. This school year our staff is being trained in Restorative Justice (practices) to increase staff capacity as well as student empathy and understanding of themselves and others. This adds to our ongoing work in sustaining Central as a calm, respectful and safe place to work and learn.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	309
Grade 8	334
Total Enrollment	643

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	0.5
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.2
White	13.7
Two or More Races	2.6
Socioeconomically Disadvantaged	82.7
English Learners	14.9
Students with Disabilities	13.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	33	34	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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 & Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart & 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%
Mathematics	Introduction to Algebra / Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart & Winston: California Mathematics Course 2 – Pre-Algebra Holt, Rinehart & Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart & Winston: California Algebra Readiness – Volumes 1-4 Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Holt, Rinehart & Winston: Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry	Yes	0%
Science	Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
History-Social Science	Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006) Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006) Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies	Yes	0%
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2006) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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.

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.

Central has a plant supervisor and a part-time custodian, who along with other district personnel, maintains the grounds and facilities.

# of Work Orders = 570
Labor Hours = 1868.95
Assessed Value of Work = $84,140.06

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

	School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/15/2017			
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces	X			503: Electrical cover plate broken, wall needs repair 504: Ceiling tile falling down, paint peeling off walls 515: Electrical cover plate broken, wall needs repair 604: Cracks in drywall Cub Hub Library: Cracks in drywall, lights are out MPR Girls Restroom: Floor/wall tile needs cleaning, toilet not working
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		205: 2 lights out, one light lens falling off fixture 207: Roof leak in storage room, 3 lights out 301: Paint peeling off the wall, internet receptacle falling off the wall 302: 3 lights out and missing cover 303: Internet recpticles are falling off the wall 304: 2 lights out, internet connection covers missing 306: Missing receptacle cover, breaker panel missing screws 501: Electrical plate cover missing 503: Electrical cover plate broken, wall needs repair 503B: Electrical cover plate broken 505: Lights not working 515: Electrical cover plate broken, wall needs repair Counselor Office: Plug plate broken Cub Hub Library: Cracks in drywall, lights are out Library Storage: Light out Teachers Work Room: 2 lights out, celing tiles look like possible roof leak
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			512C: Faucet and soap dispenser need repair 524D: Toilet not flushing MPR Boys Restroom: Paper towel dispenser broken MPR Girls Restroom: Floor/wall tile needs cleaning, toilet not working
Safety: Fire Safety, Hazardous Materials	X			301: Paint peeling off the wall, internet receptacle falling off the wall 500: Exit sign broken
Structural: Structural Damage, Roofs	X			207: Roof leak in storage room, 3 lights out 500F: 501: Electrical plate cover missing 601: Carcks in drywall Library Exterior: Clean rain gutters Teachers Work Room: 2 lights out, celing tiles look like possible roof leak

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/15/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom by 205: Door hinge is broken

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	41	40	48	47	48	48
Mathematics (grades 3-8 and 11)	24	25	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	639	627	98.12	39.62
Male	310	303	97.74	28.05
Female	329	324	98.48	50.46
Black or African American	45	44	97.78	34.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	461	454	98.48	35.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	88	96.7	61.36
Two or More Races	18	18	100	38.89
Socioeconomically Disadvantaged	533	522	97.94	36.66
English Learners	155	151	97.42	13.91
Students with Disabilities	84	82	97.62	7.32
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	641	632	98.6	24.53
Male	311	305	98.07	21.64
Female	330	327	99.09	27.22
Black or African American	45	44	97.78	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	462	458	99.13	19.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	92	89	96.74	46.07
Two or More Races	18	18	100	33.33
Socioeconomically Disadvantaged	534	526	98.5	22.05
English Learners	155	155	100	7.1
Students with Disabilities	88	86	97.73	5.81
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.2	24.9	24.2

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 State priority: Parental Involvement (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 2017-18)

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 School Messenger call outs to parents in Spanish (as well as regular paperwork translation) The translator also posts important information in Spanish in our display cases ad 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 central.riversideunified.org. 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, Principal Updates, 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.

This school year we will be hosting parent mini-workshops in Spanish and English on topics of concern regarding high school and college success for parents.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	11.9	9.7	12.5	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.3	0.5	0.4	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 intrudor (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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	14	10	9	21	16	12	8	21	18	9	8
Mathematics	24	7	18	4	26	6	16	4	25	7	11	7
Science	19	18	13	7	18	19	12	6	27	4	11	8
Social Science	19	18	13	6	18	19	14	5	26	5	12	7

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 2016-17)

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	8411	2124	6287	71830
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	7.3	-17.6
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-4.4	-9.3

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

Types of Services Funded (Fiscal Year 2016-17)

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

$54,460 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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.

Student needs are based on CST, CELDT and other assessments. (2014-2016)

Currently (2017-2018) student needs are identified in various ways for initial placement and ongoing lesson/assessment design:

- MAP Universal Screening
- READ 180 Scholastic Lexile levels
- SBAC proficiency levels
- CELDT - now ELPAC
- IXL reports in mathematics
- Benchmark Assessments
- Teacher Collaborative Cycle of Inquiry at looking at student data, and learning growth aligning with mastery of grade level standards
- Special Ed testing
- Survey of students
- Parent survey
- English Language Advisory Committee Input
- School Site Council Input
- Counselor and SAP social, emotional, and achievement evaluations

(2017-2018)Teacher professional development needs are identified through a Teacher Needs Assessment, leadership team collaboration, requests from departments/teams, RUSD board goal focus areas - (ie English Language Learners) and education code requirements (ie mandatory child abuse training, dyslexia)

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 RUSD 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 do a cycle of inquiry in looking at student work, assessments, grades and other data to inform instruction, develop assessments, 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 alignment with state standards in content areas, 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 collaborative development using the cycle of inquiry is teacher decided where they meet to create lessons, assessments and monitor student progress using MAP Universal Screener and progress monitoring tool, IReady, IXLL, 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, 2016-2017 and again this year 2017-2018 before the year started. RUSD provided ongoing curricular professional development two times during the last two school years for every teacher. Support instructional specialists supported teachers in the classroom with vital questions and feedback of practices new to state standards in every curricular area. These curricular specialists are came to train departments on requested Wednesday Collaboration days. Last year 2016-2017 our teachers were trained in cultural understanding to assist in addressing the needs of our at risk students. Strength Finders also did two workshops in 2016-2017 with our entire staff in identifying their strengths in leadership. Our Leadership team was also trained within mini-workshops.

This year 2017-2018 teachers are attending collaborations and trainings in being Leads and department chairs in all curricular areas. We have also have leads being trained in technology applications. Three teachers trained last year as Google Teachers and we now have a fourth. One teacher is pursuing a Masters in Educational Technology. Central has a Restorative Justice (practices) team being trained on how to increase community growth and understand student needs within "community circles." We have already completed two trainings for this team as of the Fall of 2017. Our RUSD technology department has a full compliment of trainings available to teachers and staff in Aeries, Illuminate, Crate, Ellevation, School Messenger, MAP, SBAC, and leadership based on staff interests and choice. We are encouraging staff to attend these workshops according to their needs. Our theme for 2017-2018 at Central is Embracing Continuous Learning.

This is the fifth 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, state standards, ELD, and Illuminate, Ellevation, Promethean Boards, Crate,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, IXLL Math, Study Island, AR reading, Moby Max abd 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- ST Teachers for our new Professional Growth System

* 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 2015-2017

* Site RTI coach mentors teachers by demonstrating lessons and one on one classroom support 2012-2017

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 (ongoing - relationship, rigor, critical thinking)

* School2Home Module Training for Staff (2014-2017)

* One on One mentoring by Learning Management Specialist and Curricular Coach

* Google Expedition (2017-2018)

4. Curricular Conferences attended by specific staff/teachers 2015-2018

* PE in Common Core (2015-2016)

* Teaching Guitar, Band Best Practices (2015-2017)

* Advanced Placement in Spanish (2014-2017)

* Leadership with Students (Disney 2015-2016)) (Universal Studios 2016-2018)

* Applied Physics for Learning (Knotts) 2015-2017)

* Environmental   Science - (Aquarium of Pacific) (2016-2017)

* California South Math Conference (Our Teachers are presenters)

* ISTE International Conference (2012-2016)

* CUE Regional Conference (every year)

* History Day Competition Conference (every year)

* STEM Conference for Science (every year)

* RUSD - ELD Workshops, READ 180- English 3 D

* Riverside County US History Conference

* Google Classroom (4 teachers)

* Guru Files

* EDU Support Conference

* AVID National and Regional Conferences (every year)

* San Bernardino State College Counselors Conference 2014-2018)

* Career Cruising (2014-2018)

* Haiku, Aeries, and Grade-book Trainings (now PowerLearning)

* ASB Training (every year)

* Yearbook Training (2014-2016)

* GATE Certification Training (2016-2017)

* AVID WICKR Strategies (ongoing)

* Mind Mapping and other Graphic Organizers

* Classroom management for success (Every year)

* Site Leadership Training for Department Chairs (every year)

* Instructional Strategies for At Risk Students (2016-2017)

* Strength Finders for all Staff (2016-2017)

* Special Education Law in practice (205-2018)

* Student Success Team/ 504 Training (2015-2018 each year)

* Compliance Training (2015-2018)

5. Professional Learning Community collaboration time for cycle of inquiry to analyze student data (assessments, work, projects, grades etc) 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)2014-2017)

9. This year staff had added training in Suicide Prevention (2017-2018)

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 (2014-2017)

This year every (2017-2018) Central teachers are participating in the following professional developments:

* Curricular alignment with state standards
* Lead Training in English Language Arts or Math
* Lead Training in technology
* Lead Training in English Language Learners
* Collaborative V - Leadership collaboration with other middle Schools
* Leadership Team -workshops and Strength Finders
* Administrative Team - workshops and Strength Finders
* Engish Language Learners - Best Practices
* Illuminate
* SBAC
* Digital Citizenship
* Restorative Justice Practices
* Autism
* Dyslexia
* Technology applications
* Various Committees - for example - ELA Adoption, Arts, Technology Plan, Superintendent's Advisory Council, Math, GATE, Languages, Advanced Placement Classes