Matthew Gage 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	Matthew Gage Middle School
Street	6400 Lincoln Ave.
City, State, Zip	Riverside, CA 92506-4423
Phone Number	(951) 788-7350
Principal	Gerard "Gary" Reller
E-mail Address	greller@rusd.k12.ca.us
Web Site	www.gagegators.org
CDS Code	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 2017-18)

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 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 suppport 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.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.

Additional programs offered at Matthew Gage Middle School include the AVID program and the Dual Language Immersion program. 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. The Dual Language Immersion program is continued at Matthew Gage Middle School for students who started in elementary school. The Dual Language Immersion program offers English speaking and Spanish speaking students an exciting, enriching and challenging education.

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

Grade Level	Number of Students
Grade 7	464
Grade 8	430
Total Enrollment	894

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	0.2
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.2
White	25.3
Two or More Races	1.9
Socioeconomically Disadvantaged	62.1
English Learners	11.7
Students with Disabilities	9.7
Foster Youth	0.6

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	43	42	46	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	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%
Health	N/A		N/A
Visual and Performing Arts	Offer standard-based visual art, 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: 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.

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.

Gage has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 634
Labor Hours = 1899.7
Assessed Value of Work = $104,910.26

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: 12/22/2017				
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			201: 2 fixtures out, damaged/stained ceiling tiles 801: 2 fixtures with broken lens cover Gym: Loose floor tiles WO# 16-281284
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			MPR: Floor needs cleaning, 3 fixtures out
Electrical: Electrical		X		201: 2 fixtures out, damaged/stained ceiling tiles 205: 3 fixtures out 401: 1 fixture out, needs WO 905: 2 fixtures out Library: 2 fixtures out MPR: Floor needs cleaning, 3 fixtures out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			100 Wing Girls Restroom: Toilet not flushing, needs WO 501: Front center sinks, left leaks right, no water
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			103: WO# 17-281285, sink drain leak at crack and clogged 905: 2 fixtures out
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/22/2017				
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. 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)	45	48	48	47	48	48
Mathematics (grades 3-8 and 11)	31	33	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	895	886	98.99	47.97
Male	474	466	98.31	39.06
Female	421	420	99.76	57.86
Black or African American	42	41	97.62	34.15
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	80
Filipino	--	--	--	--
Hispanic or Latino	581	574	98.8	40.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	221	100	63.8
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	559	552	98.75	37.68
English Learners	177	176	99.44	21.02
Students with Disabilities	93	91	97.85	7.69
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	895	884	98.77	33.26
Male	474	466	98.31	30.26
Female	421	418	99.29	36.6
Black or African American	42	41	97.62	21.95
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	80
Filipino	--	--	--	--
Hispanic or Latino	581	574	98.8	23.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	221	219	99.1	53.42
Two or More Races	17	17	100	64.71
Socioeconomically Disadvantaged	559	551	98.57	23.05
English Learners	177	176	99.44	10.8
Students with Disabilities	95	92	96.84	2.17
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)	57	61	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	18.8	16.8	38

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)

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, Parent Workshops, 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 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 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	10.3	9.8	8.4	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.2	0.3	0.5	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	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	24	14	17	13	22	17	21	7	21	22	16	9
Mathematics	27	11	8	20	25	10	19	9	27	7	15	11
Science	27	7	18	12	25	9	20	8	29	6	5	20
Social Science	28	6	14	15	27	6	15	13	30	5	7	18

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	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	0	N/A
Resource Specialist	2	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	7673	1620	6053	80760
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-12.4	-6.9
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-22.0	2.5

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

Types of Services Funded (Fiscal Year 2016-17)

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

$57,265 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 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)

2014-15-, 2015-16, 2016-17, and 2017-2018:

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, the Kagan group was contracted with to provide professional development on utilizing structured collaborative student conversations in the classroom. 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 classroom observations.

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