



Nicolet Middle School

101 E. Nicolet St • Banning • 9097631074 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Banning Unified School District

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Title IX Equity Coordinator

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School Description

Nicolet Middle School is a grade six through eight middle schools, and the only middle school within the school district. It was established during the 1995-1996 school year. It is on the site where Banning High School was formerly located, so the facilities include a gymnasium, tennis courts, softball field, and football stadium. Enrollment is approximately 950 students. Classrooms are a combination of permanent and portable structures. Our mission is to empower and inspire our students to apply the knowledge, skills, and attitudes necessary to advocate for themselves, to meaningfully interact with others, to be active physically, and become balanced, creative, responsibly informed, contributing citizens of a diverse world.

The mission statement at Nicolet Middle School is to provide our students with a safe, fun, engaging, exciting and positive learning environment where they can think critically, learn, achieve, and succeed.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	361
Grade 7	321
Grade 8	309
Total Enrollment	991

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	1.9
Asian	3.7
Filipino	0.7
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.2
White	11.3
Two or More Races	2.9
Socioeconomically Disadvantaged	91.1
English Learners	17.3
Students with Disabilities	15.5
Foster Youth	0.7
Homeless	3.9

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 for Nicolet Middle School	17-18	18-19	19-20
With Full Credential	47	45	45
Without Full Credential	0	0	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Banning Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	200
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Nicolet Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	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 2019-20)

Instructional Materials (School Year 2018-2019)

Banning Unified School District held a Public Hearing on September 27, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, and science lab equipment 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. The chart displays textbooks in use during the 2018-19 school year.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. Recent purchases have upgrade equipment to meet the needs of the Next Generation Science Standards (NGSS).

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Banning and Cabazon which contain numerous computer workstations.

Computer Resources

Each classroom at Nicolet Middle School contains at least one computer. The school is focusing on becoming a 1:1 student to computer ratio. This is being achieved by purchasing Chromebooks for every classroom. Most classrooms currently include their own cart of 35 Chromebooks connected to a wireless network. The few classrooms without carts share one until the remainder purchased during the upcoming school year. Computer skills and concepts are integrated through the standard curriculum to prepare students for technological growth and opportunities. One classroom is utilized for Robotics and the Virtual Enterprise business pathway, which houses 35 HP laptops for instruction and students' use. Lastly, the Nicolet Library is a main centralized study area where students have access to 10 desktop PC computers that they may use before school, during lunch, and after school.

Textbooks and Instructional Materials

Year and month in which data were collected: 09/21/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts – McGraw Hill, CA Adoption Study Sync (Adopted April, 2016) Grades 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mathematics – McGraw Hill, CA Adoption My Math! © 2015 (Adopted April 17, 2014) Grades 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill, California Science © 2008 (Adopted July 2009) Grades 5-6 7th – Pearson, Focus on Life Science, © 2008 (Adopted June 2009) 8th – Pearson, Focus on Physical Science, © 2008 (Adopted June 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	National Geographic, History/Social Science (Adopted June 28, 2018) <ul style="list-style-type: none"> • 6th – World History Ancient Civilizations (© 2018) • 7th - Medieval and Early Modern Times (© 2018) • 8th – U.S. History American Stories (© 2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish- "¡Así se dice! Spanish 1 published by McGraw-Hill Education, 2016 The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	The Stage and the School: 1997 Theatre Art in Action 1999 Exploring Theatre 2005 Journalism Today 2005

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Nicolet Middle School provides a safe, clean environment for students, staff, and volunteers. Built-in 1938, Nicolet Middle School is situated on 23.82 acres. The school buildings span 85,501 square feet, consisting of 29 permanent classrooms, 20 relocatable classrooms, a library, two computer labs, a cafeteria, and an auditorium. The facility strongly supports teaching and learning through its ample classroom and playground space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. The district maintenance staff has indicated that over 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. Nicolet Middle School has five full-time custodians on duty. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, designed to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	ROOM 812: VENT COVERS ARE MISSING.
Interior: Interior Surfaces	Fair	ROOM 119: WATER STAINED CEILING TILES. ROOM 115: CARPET IS TORN AND WORN. ROOM 120: WATER STAINED CEILING TILES. ROOM 118: CARPET IS TORN. ROOM 114: CEILING TILES HAS A WATER STAIN. ROOM 112 COUNSELING CENTER: WATER STAINED CEILING TILES. VP ADMIN: CEILING TILE HAS A WATER STAIN. CARPET IS TORN. ROOM 101: WATER STAINED CEILING TILES. CEILING TILES IS BROKEN. ROOM 102: WATER STAINED CEILING TILES. CEILING TILES HAVE WATER STAINS IN HALLWAY. RUBBER FLOOR MOLDING MISSING IN HALLWAY AT ENTRY. ROOM 103: CEILING TILE HAS A WATER STAIN. LIBRARY: WATER STAINED CEILING TILES. WORKROOM: CEILING TILE HAS A WATER STAIN. ROOM 402: WATER STAINED CEILING TILES. ROOM 401: CARPET IS TORN AND WORN. ALARM ROOM: WATER DAMAGE TO CEILING (USED FOR STORAGE). ROOM 807: WATER STAINED CEILING TILES. ROOM 808: CARPET IS WORN AND TORN. ROOM 809: CARPET IS WORN AND TORN. ROOM 811: METAL CARPET MOLDING IS BENT. ROOM 812: WATER STAINED CEILING TILES.

		ROOM 813: WATER STAINED CEILING TILES. ROOM 814: WATER STAINED CEILING TILES. ROOM 815: WATER STAINED CEILING TILES. ROOM 802: CEILING TILE HAS A WATER STAIN. STAFF LOUNGE: WATER STAINED CEILING TILES/WATER DAMAGE. HOLE IN CEILING AT VENT.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	ROOM 113: EXPOSED WIRES AT WHITEBOARD. WOMENS RESTROOM: EXHAUST FAN IS NOT WORKING. ROOM 101: OUTLET COVER IS BROKEN. ROOM 407: OUTLET COVER IS MISSING. MENS RESTROOM: EXTERIOR OUTLET COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	121-4 RESTROOM: FAUCET HAS LOW PRESSURE.
Safety: Fire Safety, Hazardous Materials	Good	BOYS RESTROOM: PAINT IS CHIPPING ON WALL. ASSEMBLY HALL/AUDITORIUM: PAINT IS PEELING ON THE WALL. ROOM 115: PAINT IS CHIPPING ON WALL. ROOM 113: PAINT IS CHIPPING ON WALL. ROOM 118: PAINT IS CHIPPING ON WALL. VP ADMIN: APINT IS PEELING ON THE WALL. ROOM 102: PAINT PEELING ON THE WALL. ROOM 103: PAINT IS CHIPPING ON WALL. COMPUTER LAB: PAINT PEELING ON THE WALL IN THE HALLWAY. ROOM 402: FIRE EXTINGUISHER ACCESS BLOCKED BY A DESK. ROOM 815: PAINT IS PEELING ON EXTERIOR WALL.
Structural: Structural Damage, Roofs	Good	ROOM 401: HOLE IN WALL. ROOM 813: DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 813: DOOR DOES NOT CLOSE PROPERLY.
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	24	21	26	25	50	50
Math	10	8	15	15	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.4	33.2	37.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	965	951	98.55	21.05
Male	475	468	98.53	14.10
Female	490	483	98.57	27.80
Black or African American	71	69	97.18	14.49
American Indian or Alaska Native	18	17	94.44	29.41
Asian	36	36	100.00	27.78
Filipino	--	--	--	--
Hispanic or Latino	691	683	98.84	20.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	110	98.21	26.36
Two or More Races	30	29	96.67	27.59
Socioeconomically Disadvantaged	896	883	98.55	19.95
English Learners	278	273	98.20	11.03
Students with Disabilities	154	153	99.35	6.58
Foster Youth	--	--	--	--
Homeless	53	49	92.45	7.55

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	966	954	98.76	8.42
Male	474	466	98.31	8.41
Female	492	488	99.19	8.42
Black or African American	72	70	97.22	4.69
American Indian or Alaska Native	18	17	94.44	0.00
Asian	36	36	100.00	17.14
Filipino	--	--	--	--
Hispanic or Latino	691	686	99.28	8.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	109	97.32	6.06
Two or More Races	30	29	96.67	15.38
Socioeconomically Disadvantaged	896	886	98.88	7.50
English Learners	279	278	99.64	6.95
Students with Disabilities	154	153	99.35	3.33
Foster Youth	--	--	--	--
Homeless	53	51	96.23	3.77

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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement activities include School Site Council; monthly Coffee with the Principal, and volunteer opportunities for field trips, school activities and sports. Parents are included in the development of our Emergency Operations Plan, and parent input into school-wide planning and problem-solving are always welcome. Parents are also encouraged to attend Back To School Night in the Fall, Open House in the Spring, a variety of sporting events, fine arts performances, and District Parent Advisory Committee (DPAC) meetings, school board meetings, monthly award assemblies, chaperone events, use Illuminate Parent Portal, and the School Messenger system.

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.

School Safety Plan

Safety of students and staff is a primary concern of Banning Independent Study School and the Banning Unified School District. Many people visit the campus to volunteer as chaperones on field trips and participate in school events and athletic contests.

Parents and visitors are welcomed and required to check in at the front desk of the administration building upon arrival and obtain a visitor's badge via the visitor's management system (VMS) called LobbyGuard. Visitors are required to return to the school office upon departure to return their badge. During lunch, before, and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation areas, to ensure a safe and orderly campus environment.

The Comprehensive Safe School Plan was developed by site stakeholders to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted at least once per semester and intruder/lock-down drills and disaster preparedness drills are conducted annually. The plan is annually reviewed and recommendations and suggestions for update are made. The plan itself is then subsequently updated as needed and reviewed and approved by the School Site Council. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. An updated copy of the plan is available for public review in the school administration office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.8	10.7	12.8
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	4.1	6.0
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	495.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	15	16	4	20	15	16	3	20	16	19	
Mathematics	20	15	16	2	20	14	12	6	20	13	19	1
Science	29	2	16	3	28	2	16	3	28	2	16	3
Social Science	26	5	15	5	25	7	12	5	24	7	16	3

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Staff development within the district addresses the individual needs of teachers and broader school concerns through cooperative in-service programs. Staff development at the site level is centered around the teaching of the Common Core ELA and Math curriculum, our student information system Illuminate, Accelerated Reading, and an intervention computer program called i-Ready, AVID., Safe School Ambassadors, and Positive Behavior Intervention and Support (PBIS). The training also includes the Next Generation of Science Standards (NGSS) HIV/AIDS, Common Core in Social Studies at UC Irvine, AVID Summer Institute, and Growth Mindset. At the site level, professional development is done in group meetings held before school starts in the Fall throughout the school year, as needed, but especially during the Wednesday staff meetings, PLC meetings, departmental meetings, and site leadership meetings. RCOE has been providing PD by sending an instructor in math and in ELA, once a month.

The methods are:

At NMS, Professional Development is acquired through attendance at offsite conferences & workshops (when applicable), RCOE Academic Coaches (monthly), Webinars, and Staff/Professional Development Meetings (monthly).

Teachers are provided with the following support:

- RCOE Academic Coaches
- Kagan Engagement Strategies Training
- "You have to reach them before you teach them" by Rick Ramirez
- Professional Development at Staff Meetings
- Administrative Observation and Feedback
- Departmental, grade level and content area Support
- Data Analysis at departmental meetings.
- RCOE content-specific training
- AVID training
- PD on SEL and trauma-informed care
- Behavior and classroom management strategies

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,412	\$46,208
Mid-Range Teacher Salary	\$78,313	\$72,218
Highest Teacher Salary	\$100,417	\$92,742
Average Principal Salary (ES)	\$121,799	\$134,864
Average Principal Salary (MS)	\$128,693	\$118,220
Average Principal Salary (HS)	\$140,183	\$127,356
Superintendent Salary	\$234,271	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	33%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4764.84	\$298.56	\$4466.29	\$71,505
District	N/A	N/A	\$9727.38	\$74,832.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-74.1	-6.7
School Site/ State	-45.9	0.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Alternative Supports were provided to students through an after school tutoring program and Super Saturdays offered throughout the school year. In addition, two intervention teachers supported struggling students in math and reading. Individualized intervention was also provided through the i-Ready online tutorial program that assisted teachers in helping students fill in the missing standards where students fell short.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.