

El Cerrito Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	El Cerrito Middle School
Street	7610 El Cerrito Road
City, State, Zip	Corona, CA 92881
Phone Number	(951) 736-3216
Principal	Shelly Yarbrough
E-mail Address	syarbrough@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/ecms
CDS Code	33670330100966

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Students will leave El Cerrito Middle School on track to graduate from high school prepared for college, career, and global citizenship. We are committed to ensuring that all students have a similar rigorous learning experience in each course regardless of the teacher they have for each course.

The foundation of El Cerrito Middle School is a positive approach to learning by weaving “Rigor, Relevance, Relationships, Respect, and Results” into the learning experience.

We continuously strive to

- provide an academic program that meets or exceeds the Rigor of the California State Standards
- engage students in lessons and learning activities that have Relevance to students’ lives
- build meaningful and supportive Relationships with students, parents, each other, and the larger community
- show Respect for the school, our students, our parents, and ourselves
- support our students as they learn Responsibility and model Responsibility ourselves
- maintain a focus on Results

School-Wide Achievement Goals

El Cerrito Middle School is committed to educational excellence for all. Excellence can be achieved by setting goals, accomplishing school work, and celebrating achievements. In support of this, the School-Wide Achievement Goals are set for all students to reach this academic school year. Although the achievement of these goals is ultimately the responsibility of each student, ongoing support from parents and the school is critical.

- GOAL: Meet or exceed achievement standards on all CAASPP tests
- GOAL: Perform in the Healthy Fitness Zone (HFZ) in each area of the California Physical Fitness Test.
- GOAL: Achieve 3.0 grade point average (GPA) or higher with no D’s or F’s.
- GOAL: Maintain 97% attendance, which includes not being tardy to class.
- GOAL: Earn Citizenship grades that are Satisfactory or Outstanding.

El Cerrito Middle School (ECMS) opened in 2003, building on the foundation of a heritage that started in 1957 as El Cerrito Elementary School. ECMS has an expanded campus including the renovated classrooms of the original campus and the addition of newer facilities. The expanded campus includes a community library, gymnasium, science building, an administration building, a kitchen with a food court, and fitness, computer and art labs.

ECMS has a diverse population of just over 1100 students in grades six, seven, and eight. The composition of the student body consists of 40% Hispanic, 38% White, 8% African-American, 8% Asian, 4% Filipino, 0.5% American-Indian/Alaskan Native, 1% Pacific Islander, and 1% who declined to state. In addition 5% of students are classified as English learners and 13% are Redesignated Fluent English Proficient (RFEP). Our vision for our diverse student population is that they leave El Cerrito Middle School on track to graduate from high school prepared for college, career, and global citizenship. To support our vision, the following School-Wide Achievement Goals (SWAG) were established for all students to attain:

- Meet or exceed the standard on all CAASPP tests.
- Perform in the Healthy Fitness Zone (HFZ) in each area of the California Physical Fitness Test.
- Achieve 3.0 grade point average (GPA) or higher with no D's or F's.
- Maintain 97% attendance, which includes not being tardy to class.
- Earn Citizenship grades that are Satisfactory or Outstanding.

Although the achievement of these goals is ultimately the responsibility of each student, ongoing support from the school is critical. ECMS takes a whole-child approach by supporting both the academic and social-emotional needs of students. Our academic program consists of core courses—language arts, mathematics, science, and social studies—that are enhanced by Success for School, intervention, English Language Development, elective, and physical education classes. Elective classes include AVID, band, orchestra, drama, life management, Spanish, art, career technology, and ECTek. Most elective classes are provided on a rotation so that students may explore different content. We also offer Accelerated/Pre-AP classes in grades six, seven, and eight to meet the needs of students who desire a challenge beyond the rigor of the California Common Core State Standards.

Academic reinforcement is provided through tutoring with peers, high school interns, and teachers. In addition, during 5th period, teachers monitor academic progress and send home progress reports approximately every three weeks. We extend our learning opportunities with extracurricular activities such as Cage Club, Humane Club, Future Business Leaders of America (FBLA), and National Junior Honor Society (NJHS). In addition, students are able to enroll in leadership classes which include Associated Student Body (ASB), Peer Assistance and Leadership (PAL) and Where Everybody Belongs (WEB). Interdisciplinary teams, mentoring, and counselors provide additional academic and social-emotional support. We make every effort to make all aspects of our educational program accessible to all students based on their needs and interests.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	96
Grade 7	526
Grade 8	536
Total Enrollment	1,158

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.4
Asian	8.4
Filipino	3.1
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.3
White	36.6
Socioeconomically Disadvantaged	33.7
English Learners	5.7
Students with Disabilities	9.6
Foster Youth	0.2

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	48	49		47
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	8	0		1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2004 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections		0 %
Mathematics	2014 Pearson, Connected Mathematics 3 2008 Prentice Hall, Algebra 1, CA Edition 2008 Prentice Hall, Pre-Algebra California Edition 2008 Scott Foresman Addison Wesley, enVision Math		0 %
Science	2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		0 %
History-Social Science	2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times		0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. El Cerrito Middle School's original facilities were built in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of security cameras
- Upgrades to WiFi throughout campus (2017-18)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and three evening custodians are assigned to El Cerrito Middle School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Restroom cleaning
- Facilities maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects El Cerrito Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). El Cerrito Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 04, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

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: 4/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	COMP. LAB: 4. WATER STAIN CEILING TILES RM D 1: 4. WATER STAIN CEILING TILES RM D 3: 4. WATER STAIN CEILING TILES RM D 5: 4. CEILING TILE IS LOOSE AND CRACKED RM D 6: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING IS LOOSE AT BASE OF COUNTER RM D 7: 4. WATER STAIN CEILING TILES RM D 8: 4. WATER STAIN CEILING TILES RM E 3: 4. CARPET IS TORN AT ENTRY RM E 7: 4. WATER STAIN CEILING TILES RM F 4: 4. WATER STAIN CEILING TILES RM F 6: 4. CEILING TILE IS CRACKED RM F 8: 4. WATER STAIN CEILING TILES RM G 1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY RM G 5: 4. WATER STAIN CEILING TILES RM G 6: 4. WATER STAIN CEILING TILES RM G 7: 4. WATER STAIN CEILING TILES RM G 8: 4. WATER STAIN CEILING TILES RM H 3: 4. CEILING TILE IS CRACKED RM J 2: 4. CARPET IS TORN AT SEAMS RM M 2: 4. WATER STAIN CEILING TILES WOMAN'S RR: 4. WATER STAIN CEILING TILES WRK RM: 4. CEILING TILES ARE MISSING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM K 1: 7. OUTLET COVER IS MISSING 12. HOLE AT BASE OF WALL AT ENTRY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	RM K 2: 11. NO SKID PAINT IS PEELING ON RAMP RM K 3: 11. NO SKID PAINT IS PEELING ON RAMP
Structural: Structural Damage, Roofs	Good	MEN'S RR: 12. DRY ROT ON BACK OF PORTABLE RM J 1: 12. DRY ROT ON WEST SIDING RM J 3: 12. VENT COVERS ARE MISSING EAST SIDE RM K 1: 7. OUTLET COVER IS MISSING 12. HOLE AT BASE OF WALL AT ENTRY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	GYM: 15. METAL WEATHER STRIPPING IS LOOSE AT BASE OF DOOR RM E 10: 15. WINDOW HAS HOLE ABOVE DOOR RM F 1: 14. CONCRETE IS CRACKED AT BASE OF STAIRS/ TRIP HAZARD RM F 3: 14. CONCRETE IS CRACKED BETWEEN ROOMS/ TRIP HAZARD RM F 5: 14. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD RM G 1: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/4/2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	65.0	66.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	51.0	49.0	45.0	46.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1134	1120	98.77	65.77
Male	554	547	98.74	55.49
Female	580	573	98.79	75.57
Black or African American	65	65	100.00	44.62
American Indian or Alaska Native	--	--	--	--
Asian	98	97	98.98	84.54
Filipino	35	35	100.00	74.29
Hispanic or Latino	475	464	97.68	57.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	408	406	99.51	72.59
Two or More Races	41	41	100.00	73.17
Socioeconomically Disadvantaged	393	384	97.71	46.21
English Learners	96	91	94.79	24.18
Students with Disabilities	94	90	95.74	8.99
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,135	1,092	96.21	49.13
Male	555	531	95.68	42.31
Female	580	561	96.72	55.54
Black or African American	65	62	95.38	33.87
American Indian or Alaska Native	--	--	--	--
Asian	98	95	96.94	76.6
Filipino	35	32	91.43	68.75
Hispanic or Latino	476	449	94.33	36.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	408	402	98.53	57.39
Two or More Races	41	40	97.56	55
Socioeconomically Disadvantaged	393	374	95.17	27.76
English Learners	96	86	89.58	20.24
Students with Disabilities	93	85	91.4	2.41
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.8	21.8	32.4

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, the school marquee, the school website, Twitter, and Facebook. Contact the school office or PTA President at (951) 736-2116 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Chaperone School Dances
Classroom Helper
PTA Reflections Program
School Book Fair
Red Ribbon Week
National Junior Honors Society
Band
Choir
Fall Festival
Relay for Life

Committees
English Learner Advisory Council
Parent Teacher Association
School Safety Committee
School Site Council
Action Team for Partnership

School Activities
Back to School Night
Fall Festival
Open House
Student Performances
BTS Orientation
8th Grade Celebration
Trimester Awards
8th Grade Award's Night
Salute to Veterans
Coffee with the Counselor

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.1	5.7	5.2	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.4	0.1	0.3	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for El Cerrito Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	26.0	17	13	18	28.0	18	3	23	26.0	13	18	11
Mathematics	9.0	1			12.0	3			27.0	14	12	15
Science	33.0	6	3	27	34.0	4	5	25	30.0	5	14	16
Social Science	33.0	5	5	26	34.0	6	3	27	32.0	3	14	16

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1.0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	1000.873	6019.036	95199.56
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-6.0	-1.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-10.4	17.6

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 (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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)

Staff Development

All training and curriculum development activities at El Cerrito Middle School revolve around the California State Standards. During the 2016-17 school year, El Cerrito Middle School held the following staff development:

- AVID Strategies
- Common Core State Standards Implementation
- i-Ready (math and language arts teachers)
- Alignment of Educational Program (students should have a similar learning experience in each subject regardless of the teachers they have)

During the 2017-18 school year, El Cerrito Middle School held the following staff development:

- Adult Mindset
- AVID Strategies
- i-Ready (math and language arts teachers)
- FOCUS, by Mike Schmoker (book study)
- Alignment of Educational Program (students should have a similar learning experience in each subject regardless of the teachers they have)
- Essential Learning Standards chosen from the California State Standards
- CER (claim, evidence, reasoning) approach to argumentative writing (the site leadership team worked with InnovateEd)

During the 2018-19 school year, El Cerrito Middle School held the following staff development:

- Adult Mindset
- AVID Strategies
- i-Ready (core content area teachers)
- FOCUS, by Mike Schmoker (review)
- Alignment of Educational Program (students should have a similar learning experience in each subject regardless of the teachers they have)
- Essential Learning Standards chosen from the California State Standards
- CER (claim, evidence, reasoning) approach to argumentative writing
- School-wide writing assessment calibration
- Department writing assessment calibration (each core content area)
- Kim Bearden, co-founder of the Ron Clark Academy

Our mission is for students to leave El Cerrito Middle School on track to graduate from high school prepared for college, career, and global citizenship. We are committed to ensuring that all students have a similar learning experience in each course regardless of the teacher they have for that course. Professional development designed to achieve this mission is provided on in-service days, during staff meetings, and during admin PCT. In addition, at least two release days per department are scheduled each year. Support for teachers during implementation happens during the above mentioned meetings and release days, as well as through student data performance analysis, teacher-principal meetings, and individual and group coaching.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. El Cerrito Middle School supports ongoing professional growth throughout the year on Wednesdays, during Professional Collaboration Time (PCT). Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, El Cerrito Middle School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELA/ELD McGraw-Hill Pilot Training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Vertical Math Teaming
- Writing for the 21st Century Student

El Cerrito Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.