

William G. Jehue Middle School

1500 N. Eucalyptus Ave. • Colton, CA 92324 • (909) 421-7377 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Rialto Unified School District

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District Governing Board

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Joseph W. Martinez, Vice President

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**Lead Innovation Agent, Educational
Services Secondary Instruction**

Dr. Jinane Annous

**Lead Innovation Agent, Educational
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Services**

Rhea McIver Gibbs

**Lead Personnel Agent, Personnel
Services**

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Senior Director, Personnel Services

Syeda Jafri

Director, Media Services

School Description

Jehue Middle School is unique in many ways, including being the only Rialto Unified school to serve families from three distinct communities; Rialto, San Bernardino, and Colton. Our physical plant consists of 45 permanent classrooms, eight portable classrooms, a parent center, a cafeteria/multipurpose room, a spectacular library, two updated computer labs, eight (40ct.) laptop computer carts, an air-conditioned gymnasium, large athletic field, and administrative offices. We use these superb facilities to provide our students with the very best educational experience in Southern California. Jehue offers specialized educational programs in Gifted and Talented Education (GATE), English Language Development (ELD), Special Education, and Advancement via Individual Determination (AVID). We value and encourage parent/ community involvement through our School Site Council (SSC), English Learner Advisory Committee (ELAC), Band Boosters, and Parent Teacher Student Association (PTSA). All our educators pride themselves on providing their students rigorous, common core standards-based instruction in all academic areas, while offering every student access to divergent educational experiences in the arts, music, and athletics. Doing all of these things allows us to live up to our motto: "Giving our best, never settling for less."

Community & School Profile

Nestled below the San Bernardino Mountains, the City of Rialto lies in the west portion of the San Bernardino Valley. Rialto is fifty miles to the east of Los Angeles and 100 miles north of San Diego.

Rialto Unified School District served 25,957 students in grades kindergarten through twelve during the 2013-14 school year. Comprised of 19 elementary schools, five middle schools, three traditional high schools, one alternative high school, one continuation high school, and a community day school, the district offers instruction on both traditional and year-round schedules.

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 <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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	447
Grade 7	445
Grade 8	501
Total Enrollment	1,393

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	1
Hispanic or Latino	89.4
Native Hawaiian or Pacific Islander	0.4
White	2.8
Two or More Races	0.3
Socioeconomically Disadvantaged	88.3
English Learners	24
Students with Disabilities	10.8
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

William G. Jehue Middle School	14-15	15-16	16-17
With Full Credential	51	54	58
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rialto Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	0
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

William G. Jehue Middle School	14-15	15-16	16-17
Teachers of English Learners	1	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Pursuant to the settlement of Williams vs. the State of California, Rialto Unified School District held a public hearing to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution of the sufficiency of textbooks is January 11, 2017.

All students, including English Learners, are given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district are aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

**Textbooks and Instructional Materials
Year and month in which data were collected: June 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Harcourt California Collections Student Edition Grade 6 [Book] ISBN: 0-544-50326-0 \$80.00 HOUGHTON MIFFLIN HARCOURT 2017 Grades:06-06 (State Board adopted in 2015; locally adopted 6/1/ 2016)</p> <p>Houghton Mifflin Harcourt California Collections Student Edition Grade 7 [Book] ISBN: 0-544-50328-7 \$80.00 HOUGHTON MIFFLIN HARCOURT 2017 Grades:07-07 (State Board adopted in 2015; locally adopted 6/1 2016)</p> <p>Houghton Mifflin Harcourt California Collections Student Edition Grade 8 [Book] ISBN: 0-544-50329-5 \$80.00 HOUGHTON MIFFLIN HARCOURT 2017 Grades:08-08 (State Board adopted in 2015; locally adopted 6/1/2016)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<p>Glencoe Math Course 1: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-144011-5 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades:06-06 Adopted 5/28/2014 for Math 6</p>
	<p>Glencoe Math Course 1: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 0-02-135911-3 Glencoe/McGraw-Hill 2015 1st Grades:06-06 Adopted 5/28/2014 for Math 6</p>
	<p>Glencoe Math Course 2: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Gilbert J. Cuevas, et al. ISBN: 978-0-02-135914-1 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades:07-07 Adopted 5/28/2014 for Math 7</p>
	<p>Glencoe Math Course 2: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-135916-5 Glencoe/McGraw-Hill 2015 1st Grades:07-07 Adopted 5/28/2014 for Math 7</p>
	<p>Glencoe Math Course 3: Vol. 1 (Your Common Core Edition) [Book] Carter, John A., Ph.D., Gilbert J. Cuevas, Ph.D., et al. ISBN: 978-0-02-138713-7 \$15.00 Glencoe/McGraw-Hill 2015 1st Grades:08-08 Adopted 5/28/2014 for Math 8</p>
	<p>Glencoe Math Course 3: Vol. 2 (Your Common Core Edition) [Book] Carter, John A., Gilbert J. Cuevas, et al. ISBN: 978-0-02-138715-1 Glencoe/McGraw-Hill 2015 1st Grades:08-08 Adopted 5/28/2014 for Math 8</p>
	<p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Focus on Earth Science - California Science [Book] Padilla, Michael J., Miaoulis, Ioannis & Cyr, Martha ISBN: 0-13-201274-X \$75.00 Prentice Hall 2008 1st Edition Grades:06 Adopted 5/23/2007 for Science 6</p> <p>Focus on Life Science - California Science [Book] Padilla, Michael J., Miaoulis, Ioannis & Cyr, Martha ISBN: 0-13-201272-3 \$75.00 Prentice Hall 2008 1st Edition Grades:07 Adopted 5/23/2007 for Science 7</p> <p>Focus on Physical Science - California Science [Book] Padilla, Miaoulis, & Cyr ISBN: 0-13-201270-7 \$75.00 Prentice Hall 2008 1st Edition Grades:8 Adopted 5/23/2007 for Science 8</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World History - Ancient Civilizations [Book] Carnine, Cortes, Curtis & Robinson ISBN: 0-618-53124-6 \$60.00 McDougal Littell 2006 California Grades:06 Adopted 5/10/2006 for Social Studies 6</p> <p>World History - Medieval and Early Modern Times [Book] Carnine, Cortes, Curtis & Robinson ISBN: 0-618-53294-3 \$60.00 McDougal Littell 2006 California Grades:07 Adopted 5/10/2006 for Social Studies 7</p> <p>Creating America - A History of the United States Beginnings through World War I [Book] Rakove & Moya ISBN: 0-618-55949-3 \$75.00 McDougal Littell 2006 California Grades:08 Adopted 5/10/2006 for Social Studies 8</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: June 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	<p>Health & Wellness: 6th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280605-9 \$54.00 Macmillan/McGraw-Hill 2006 California Grades:6 Adopted 5/25/2005 for Health 6</p> <p>Health & Wellness: 7th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280606-7 \$54.00 Macmillan/McGraw-Hill 2006 California Grades:7 Adopted 5/25/2005 for Health 7</p> <p>Health & Wellness: 8th Grade Pupil Edition [Book] Meeks, Linda & Heit, Philip ISBN: 0-02-280607-5 \$54.00 Macmillan/McGraw-Hill 2006 California Grades:8 Adopted 5/25/2005 for Health 8</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Davis Publications n/a 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Jehue Middle School, originally constructed in 1998, is currently comprised of 45 permanent classrooms, ten portable classrooms, a parent center, a cafeteria/multipurpose room, a library, three computer labs, a staff room, a gymnasium, an athletic field, and administrative offices. The chart displays the results of the most recent school facilities inspection as of 8/22/16. Any deficiencies listed in the chart are added to the work order process when time and funding is available.

School Safety

The safety of students and staff is a primary concern of Jehue Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2012; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Disaster procedures/routine & emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and code yellow are held monthly.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Rialto Unified School District to ensure that school grounds and facilities remain in excellent repair. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Facility Improvements / Deferred Maintenance

The district has a five year, Deferred Maintenance Plan designed to address expenditures for major repair or replacement of existing school building components and any needed Facility Improvements. 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: 8/22/16

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/22/16

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	64	58	49	54	49	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.7	19.5	34.9

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	28	28	29	31	44	48
Math	15	15	17	18	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	512	506	98.8	48.6
Male	231	228	98.7	51.8
Female	281	278	98.9	46.0
Black or African American	25	25	100.0	28.0
Hispanic or Latino	455	449	98.7	49.4
White	12	12	100.0	33.3
Socioeconomically Disadvantaged	458	453	98.9	47.0
English Learners	109	108	99.1	22.2
Students with Disabilities	46	45	97.8	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	466	458	98.3	22.4
	7	453	450	99.3	32.1
	8	512	507	99.0	29.8
Male	6	238	232	97.5	17.2
	7	233	233	100.0	29.3
	8	232	230	99.1	26.6
Female	6	228	226	99.1	27.8
	7	220	217	98.6	35.0
	8	280	277	98.9	32.5
Black or African American	6	29	28	96.5	25.0
	7	16	15	93.8	20.0
	8	25	25	100.0	28.0
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	409	403	98.5	20.9
	7	412	411	99.8	31.7
	8	455	450	98.9	28.9

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	15	15	100.0	38.5
	7	13	13	100.0	38.5
	8	12	12	100.0	16.7
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	428	421	98.4	21.8
	7	411	408	99.3	30.0
	8	458	454	99.1	28.2
English Learners	6	137	134	97.8	1.5
	7	108	108	100.0	2.8
	8	110	109	99.1	2.8
Students with Disabilities	6	54	54	100.0	5.8
	7	61	61	100.0	8.3
	8	46	45	97.8	9.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	468	456	97.4	16.1
	7	453	448	98.9	15.7
	8	512	507	99.0	14.7
Male	6	239	233	97.5	13.8
	7	233	232	99.6	14.3
	8	231	229	99.1	14.5

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	229	223	97.4	18.4
	7	220	216	98.2	17.1
	8	281	278	98.9	14.9
Black or African American	6	30	28	93.3	25.0
	7	16	15	93.8	26.7
	8	25	25	100.0	
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	410	403	98.3	14.2
	7	412	409	99.3	14.5
	8	455	450	98.9	14.3
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	15	13	86.7	23.1
	7	13	13	100.0	23.1
	8	12	12	100.0	18.2
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	430	419	97.4	15.1
	7	411	406	98.8	13.8
	8	458	454	99.1	14.0
English Learners	6	138	135	97.8	1.5
	7	108	107	99.1	
	8	109	108	99.1	
Students with Disabilities	6	54	52	96.3	1.9
	7	61	60	98.4	6.7
	8	45	44	97.8	2.3

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents/Guardians and the community are very supportive of the educational program at Jehue Middle School. Parents/Guardians are encouraged to become involved in their child's education by volunteering at the school, participating in school activities, and joining school committees and councils.

Parents/Guardians are asked to attend parent/guardian-teacher conferences and student/teacher success meetings as they are scheduled. Jehue Middle School also hosts workshops that help parents/guardians learn about school operations and how to assist in student success.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a primary concern of every School site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan was most recently updated in March 2015; any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Sexual harassment policy
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and Intruder on campus are held monthly.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	12.4	6.0	5.6
Expulsions Rate	0.2	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	8.5	5.7	5.5
Expulsions Rate	0.2	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.75
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	.75
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	522

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	28	30	30	8	6	6	21	12	12	14	21	21
Mathematics	28	28	28	6	3	3	19	26	26	14	7	7
Science	28	32	32	5	2	2	23	9	9	9	19	19
Social Science	29	30	30	4	2	2	20	18	18	11	12	12

* 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

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluations are based on the "California Standards for the Teaching Profession," which include the following: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.

Due to the state fiscal crisis, additional funding from the State of California that would provide an opportunity to offer district-wide professional development through "Buy Back Days" has not been available for the past four years. Rialto Unified School District (RUSD) has worked within the state fiscal crisis to provide an alternative plan of action for staff development, and has established a comprehensive District-wide Professional Development Center (PDC). The PDC provides ongoing staff development in a variety of formats throughout the school year (i.e. during the school day with substitutes provided, after school, on-site, weekends, and during instructional breaks). In collaboration with the PDC, teachers have access to online videos and resources as additional professional development support.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,296	\$45,092
Mid-Range Teacher Salary	\$74,113	\$71,627
Highest Teacher Salary	\$95,696	\$93,288
Average Principal Salary (ES)	\$108,672	\$115,631
Average Principal Salary (MS)	\$117,725	\$120,915
Average Principal Salary (HS)	\$121,562	\$132,029
Superintendent Salary	\$212,784	\$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	5%

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

Types of Services Funded

- Title I, Part A, Educationally Disadvantaged Children
- Title II, Part A, Teacher/Principal Training and Recruiting
- Title III, LEP Student Program
- Title IV, Part A, Safe and Drug Free Schools and Communities
- Title V, Innovative Programs
- Economic Impact Aide (EIA) - Limited English Proficient

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,691.03	\$763.11	\$5,927.91	\$82,309.27
District	♦	♦	\$5,927.91	\$79,084
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			0.0	4.1
Percent Difference: School Site/ State			4.4	8.5

* Cells with ♦ do not require data.