

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

### Cesar E. Chavez Middle

Address: 161 South Plainsburg Rd. Planada, CA 95365  
Principal: Jose L Duran, Principal  
Phone: (209) 382-0768  
Email: [jduran@planada.org](mailto:jduran@planada.org)  
Web Site: [www.planada.k12.ca.us](http://www.planada.k12.ca.us)  
CDS Code: 24658216120448

### Planada Elementary

Superintendent: Jose Gonzalez  
Phone: (209) 382-0756  
Email: [jgonzalez@planada.org](mailto:jgonzalez@planada.org)  
Web Site: [www.planada.org](http://www.planada.org)



## I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Planada Elementary  
 Phone Number: (209) 382-0756  
 Superintendent: Jose Gonzalez  
 E-mail Address: [jgonzalez@planada.org](mailto:jgonzalez@planada.org)  
 Web Site: [www.planada.org](http://www.planada.org)

### School Contact Information Most Recent Year

School Name: Cesar E. Chavez Middle  
 Street: 161 South Plainsburg Rd.  
 City, State, Zip: Planada, CA 95365  
 Phone Number: (209) 382-0768  
 Principal: Jose L Duran, Principal  
 E-mail Address: [jduran@planada.org](mailto:jduran@planada.org)  
 Web Site: [www.planada.k12.ca.us](http://www.planada.k12.ca.us)  
 County-District-School  
 (CDS) Code: 24658216120448

## School Description and Mission Statement – Most Recent Year

The mission of Cesar E. Chavez Middle School is to prepare students to become productive citizens and life-long learners.

The Vision of Cesar E. Chavez Middle School is create a safe, positive, well-balanced learning environment in which our students are respectful and motivated to create the opportunity to experience success.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	81
Grade 7	90
Grade 8	77
Total Enrollment	248

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	0%
Asian	0.4%
Filipino	0%
Hispanic or Latino	97.2%
Native Hawaiian/Pacific Islander	0%
White	1.6%
Two or More Races	0%
Socioeconomically Disadvantaged	90.7%
English Learners	27.4%
Students with Disabilities	13.3%
Foster Youth	1.2%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	12	12		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.1%	6.9%
All Schools in District	95.12%	4.88%
High-Poverty Schools in District	95.12%	4.88%
Low-Poverty Schools in District	0%	0%

NOTE: 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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted 2002 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: McDougal Littell	0%
Mathematics	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th Grade: Scott Foresman 7th Grade: Prentice Hall 8th Grade: Glencoe	0%
Science	Adopted 2000 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Holt	0%
History-Social Science	Adopted 2006 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Glencoe	0%
Foreign Language	N/A	N/A	0%
Health	Adopted 2001 - The school has sufficient and good quality textbooks and instructional materials for all students.	6th-8th: Glencoe	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements – Most Recent Year

Built in 2002. Chavez Middle School offers a safe, clean, and secure campus for students, staff and visitors. Currently Chavez Middle School consists of 18 classrooms, a library, a computer lab, a multi-purpose room and a staff room. At the time this report was published 100% of the restrooms at Chavez Middle School were in good working conditions.

## School Facility Good Repair Status – Most Recent Year

Using the most recent 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

Month and year in which data were collected: January 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	-	-	-
Interior: Interior Surfaces	-	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	-	-	-
Electrical: Electrical	-	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	-	-	-
Safety: Fire Safety, Hazardous Materials	-	-	-
Structural: Structural Damage, Roofs	-	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	-	-	-

## Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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], Science California Standards Tests); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	28%	20%	44%
Mathematics (grades 3-8 and 11)	10%	11%	33%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	79	98.8%	44%	35%	15%	5%
Male	80	35	43.8%	69%	29%	3%	0%
Female	80	44	55%	25%	41%	25%	9%
Black or African American	80	1	1.3%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	80	77	96.3%	45%	34%	16%	5%
Native Hawaiian or Pacific Islander							
White	80	1	1.3%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	80	74	92.5%	45%	36%	14%	5%
English Learners	80	29	36.3%	76%	24%	0%	0%
Students with Disabilities	80	15	18.8%	80%	13%	7%	0%
Students Receiving Migrant Education Services	80	8	10%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	89	100%	30%	39%	28%	1%
Male	89	50	56.2%	32%	42%	24%	0%
Female	89	39	43.8%	28%	36%	33%	3%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	89	85	95.5%	31%	40%	27%	1%
Native Hawaiian or Pacific Islander							
White	89	3	3.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	89	79	88.8%	28%	42%	28%	1%
English Learners	89	22	24.7%	73%	18%	5%	0%
Students with Disabilities	89	12	13.5%	83%	17%	0%	0%
Students Receiving Migrant Education Services	89	7	7.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	76	75	98.7%	27%	40%	31%	3%
Male	76	36	47.4%	25%	50%	22%	3%
Female	76	39	51.3%	28%	31%	38%	3%
Black or African American							
American Indian or Alaska Native							
Asian	76	1	1.3%	--	--	--	--
Filipino							
Hispanic or Latino	76	74	97.4%	27%	41%	30%	3%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	76	68	89.5%	28%	38%	31%	3%
English Learners	76	16	21.1%	63%	38%	0%	0%
Students with Disabilities	76	5	6.6%	--	--	--	--
Students Receiving Migrant Education Services	76	8	10.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	80	79	98.8%	68%	23%	9%	0%
Male	80	35	43.8%	83%	14%	3%	0%
Female	80	44	55%	57%	30%	14%	0%
Black or African American	80	1	1.3%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	80	77	96.3%	68%	23%	9%	0%
Native Hawaiian or Pacific Islander							
White	80	1	1.3%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	80	74	92.5%	69%	22%	9%	0%
English Learners	80	29	36.3%	90%	10%	0%	0%
Students with Disabilities	80	15	18.8%	93%	7%	0%	0%
Students Receiving Migrant Education Services	80	8	10%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	89	100%	52%	37%	8%	3%
Male	89	50	56.2%	46%	42%	10%	2%
Female	89	39	43.8%	59%	31%	5%	5%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	89	85	95.5%	52%	36%	8%	4%
Native Hawaiian or Pacific Islander							
White	89	3	3.4%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	89	79	88.8%	53%	35%	8%	4%
English Learners	89	22	24.7%	82%	14%	5%	0%
Students with Disabilities	89	12	13.5%	92%	8%	0%	0%
Students Receiving Migrant Education Services	89	7	7.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	76	75	98.7%	51%	39%	9%	1%
Male	76	36	47.4%	47%	42%	11%	0%
Female	76	39	51.3%	54%	36%	8%	3%
Black or African American							
American Indian or Alaska Native							
Asian	76	1	1.3%	--	--	--	--
Filipino							
Hispanic or Latino	76	74	97.4%	50%	39%	9%	1%
Native Hawaiian or Pacific Islander							
White							
Two or More Races							
Socioeconomically Disadvantaged	76	68	89.5%	51%	37%	10%	1%
English Learners	76	16	21.1%	75%	25%	0%	0%
Students with Disabilities	76	5	6.6%	--	--	--	--
Students Receiving Migrant Education Services	76	8	10.5%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	58%	39%	45%	56%	47%	43%	59%	60%	56%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43%	Native Hawaiian or Pacific Islander	
All Students at the School	45%	White	
Male	47%	Two or More Races	
Female	43%	Socioeconomically Disadvantaged	46%
Black or African American		English Learners	7%
American Indian or Alaska Native		Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	–
Filipino		Foster Youth	–
Hispanic or Latino	44%		

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7	12.5%	21.6%	21.6%
9			

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 - Most Recent Year

The entire community of the Planada Elementary School District have ample amount of opportunities to become involve with school activities. The School Site Council provides funding and resources to enhance the school and its programs. CEC Middle School also has an active parent booster club that works on providing students with opportunities and activities. Parents and the community are invited to participate and attend yearly events such as Educational workshops, Student Science Fair, Open House, student productions and a variety of athletic events.

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	29.84	29.7	6.92	11.95	12.41	3.72	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

## School Safety Plan – Most Recent Year

CEC Middle School Provides an ideal environment for students to reach their highest academic potential. The goal for CEC Middle School's disciplinary program is to teach students a variety of ways to deal with issues. Conflict resolution techniques are used to stress a positive approach to changing student behavior. Positive student behavior is reinforced through praise and encouragement. Staff members are purposeful about recognizing students when they achieve successes or display positive behavior through the PBIS program.

The same high expectations that the school has for academics applies to behavior as well; students are expected to behave. All disciplinary rules are procedures at the school center around the concept of respect: respect for oneself, respect for others, and respect for property, to create a peaceful, safe environment. There are few incidents of misbehavior at school, a thorough Discipline Plan is in place nonetheless.

The Discipline Plan is contained in the Student Directory, which is sent home with student at the beginning of the school year. The plan stresses students' rights and responsibilities and lays down specific behaviors expectations students must follow during their time at school. All rules are clearly defined, fair, and consistently enforced.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50%

NOTE: Cells with NA values do not require data.



## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16	14	4	4	17	15	2	2	19	12	9	
Mathematics	20	4	3	2	20	4	5		12	2		
Science	22	3	2	2	26	1	3	2	27		6	
Social Science	22	3	3	1	19	5	3		25	2	6	

\* 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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.25	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

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

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$66,647
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$59,180
Percent Difference – School Site and State	N/A	N/A		

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

## Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, CEC Middle School receives State and Federal funding for the following categorical, special education and support programs:

Home to School Transportation

Special Education

Lottery

Economic Impact Aid

Title 1, Part A - Low Income and Neglected

Title II - NCLB Title II PTA Teaching Quality

Title II, Part D-Tech

Title III Limited English

Local Control Accountability Plan

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,609	\$39,948
Mid-Range Teacher Salary	\$61,157	\$57,401
Highest Teacher Salary	\$76,326	\$73,183
Average Principal Salary (Elementary)	\$97,717	\$94,578
Average Principal Salary (Middle)	\$97,717	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$147,824	\$112,657
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	7%	7%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Over the last three years the district has dedicated three days for staff development per year. The emphasis of the staff development has been on student achievement with a focus on English Language Development for English Learners and Common Core implementation.