

# Central School District Ruth Musser Middle School

Grades 5 through 8  
Rob Clobes, Principal  
rclobes@csd.k12.ca.us



10789 Terra Vista Parkway  
Rancho Cucamonga, CA 91730-7324  
PH: 909-980-1230 FAX: 909-980-3042  
http://rmms-csd-ca.schoolloop.com  
CDS #: 36676456110704

## 2018-19 School Accountability Report Card

*Published January 2020*

### Principal's Message

I'd like to welcome you to Ruth Musser Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Ruth Musser Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Ruth Musser Middle School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

### Mission Statement

"Respect, Responsibility, Readiness...Creating Lifelong Learners"

We at Ruth Musser Middle School believe we should provide a diverse instructional program that will meet the intellectual, social and emotional needs of our middle school students. This instructional program must address both the development of the young adolescent and the demand for academic preparations as students move into a diverse, multicultural, information-driven society.

To support this, Ruth Musser Middle School is committed to:

- An instructional organization for 5th-8th grade middle school students that provides a caring transition from elementary to high school.
- Providing all students with a common comprehensive core curriculum that is academically rigorous.
- All students being connected to the school in a positive way.
- Programs and services that help students develop positive self-esteem and skills for confident decision-making.
- Developing student's talents and abilities and providing exploration of a variety of subjects.
- Building positive attitudes toward people and problem solving.
- Providing students standards-based lessons integrating 21st Century Technology.

Underlying this philosophy is the concept of positive reinforcement over negative reaction that will produce the desired achievement and effective attitudes in our students.

Central School District  
10601 Church Street, Suite 112  
Rancho Cucamonga, CA 91730-6863  
909-989-8541

### Website Address

<https://csd-ca.schoolloop.com>

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## School Description

Ruth Musser Middle School is located in the northern region of Rancho Cucamonga and serves students in grades five through eight following a traditional calendar. At the beginning of the 2018-19 school year, 989 students were enrolled, including 13.2% in special education, 7% qualifying for English Language Learner support, and 53.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	13.00%	Grade 5	164
Amer. Indian or Alaska Native	0.20%	Grade 6	268
Asian	6.60%	Grade 7	302
Filipino	2.90%	Grade 8	255
Hisp. or Latino	49.60%	Ungraded	0
Native Hawaiian or Pacific Islander	0.30%		
White	22.80%		
Two or More Races	4.10%		
Students with Disabilities	13.20%		
Socioeconomically Disadvantaged	53.30%		
English Learners	7.00%		
Foster Youth	0.00%		
Homeless	2.90%		
Total Enrollment			989

administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	59.0	58.0	55.0	56.0	50.0	50.0
Mathematics (grades 3-8 and 11)	42.0	42.0	43.0	43.0	38.0	39.0

*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.*

## Student Achievement

### Physical Fitness

In the spring of each year, Ruth Musser Middle School is required by the state to administer a physical fitness test to all students in grade five and grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	26.2	29.4	28.1
Seventh	21.4	18.0	45.4

*Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	978	966	98.77	1.23	58.28
Male	494	489	98.99	1.01	52.15
Female	484	477	98.55	1.45	64.57
Black or African-Amer.	124	124	100.00	0.00	47.58
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	70	70	100.00	0.00	64.29
Filipino	28	28	100.00	0.00	78.57
Hisp. or Latino	492	485	98.58	1.42	54.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	212	97.70	2.30	68.87
Two or More Races	39	39	100.00	0.00	61.54
English Learners	141	139	98.58	1.42	42.45
Socioeconomically Disadvantaged	541	534	98.71	1.29	50.56
Students with Disabilities	134	127	94.78	5.22	24.41
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	25.00

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	978	967	98.88	1.12	42.30
Male	494	490	99.19	0.81	42.86
Female	484	477	98.55	1.45	41.72
Black or African-Amer.	124	124	100.00	0.00	23.39
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	70	70	100.00	0.00	77.14
Filipino	28	28	100.00	0.00	78.57
Hisp. or Latino	492	485	98.58	1.42	37.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	217	213	98.16	1.84	50.23
Two or More Races	39	39	100.00	0.00	41.03
English Learners	141	139	98.58	1.42	42.45
Socioeconomically Disadvantaged	541	535	98.89	1.11	36.07
Students with Disabilities	134	128	95.52	4.48	15.63
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	25.00

Note: ELA/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						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are

teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

**Engagement (Pupil Engagement) – State Priority 5:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

**School Climate – State Priority 6:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

**Conditions of Learning (Course Access) – State Priority 7:** Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

**Other Pupil Outcomes – State Priority 8:** Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

## Parent Involvement

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 newsletters, the school marquee, the school website, Blackboard Connect (automated telephone message delivery system), Aeries portal parent system, Facebook, Twitter, and Remind 101 text messaging system. Contact Parent Community Involvement Coordinator at (909) 980-1230 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Fundraising Activities  
Library Helper  
Office Helper

## Committees

English Learner Advisory Council  
FORM (Friends of Ruth Musser)  
School Site Council

## School Activities

Arts Festival  
Back to School Night  
Band Performance  
Drama Performance  
Family Nights  
Open House  
Parent Information Nights

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ruth Musser Middle School's original facilities were built in 1992; 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:

- Roofing repairs
- Replacement of carpet
- Improvements to fencing
- Trip hazard repairs
- Repairs to the PE lockers

2019-20 Campus Improvements in Progress:

- Roofing repairs
- Trip hazard repairs
- Repairs to the PE lockers
- Improvements to the basketball hoops
- CO monitoring, calibration and repairs

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. One day custodian and three evening custodians are assigned to Ruth Musser Middle School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Unlocking school campus

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

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1992
Acreage	13.3
Square Footage	83400
Quantity	
Permanent Classrooms	35
Portable Classrooms	0
Restrooms (sets)	4
Band Room	1
Computer Lab(s)	1
Science Lab(s)	2
Library	1
Administration Area	1
Art Room	1
Full Track	1
Gymnasium	1
Multipurpose Room with Full Stage	1
Outdoor Covered Lunch Area	1
Serving Kitchen	1
Staff Lounge/Work Room	1

## Facilities Inspection

The district's maintenance department inspects Ruth Musser Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Ruth Musser 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 Saturday, October 05, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Saturday, October 05, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

### Rating Description

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, proctors and teachers patrol the campus, entrance areas, and designated common areas. During recess, administrators and proctors supervise playground activity. Administrators and proctors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are



dismissed, administrators, proctors, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Ruth Musser Middle School is a closed campus. During school hours, all visitors must show their state issued identification at the school's office to be scanned through the Lobbyguard system and wear the printed identification sticker while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Ruth Musser 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 January 2020.

## Classroom Environment

### Discipline & Climate for Learning

Ruth Musser Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	2.0	0.9	2.4
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	1.7	1.3	1.7
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

### Class Size

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2016-17			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	6	13	4
Mathematics	26.0	4	12	5
Science	32.0		8	10
Social Science	32.0	1	5	12
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	6	14	3
Mathematics	26.0	4	11	6
Science	33.0		7	10
Social Science	33.0		7	10
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	9	13	4
Mathematics	26.0	6	10	6
Science	31.0	1	9	8
Social Science	33.0		4	13

*\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Ruth Musser Middle School revolve around the California State Standards. During the 2018-19 school year, Ruth Musser Middle School held staff development training devoted to:

- Active Shooter Training
- Trauma Informed Practices
- Visible Learning

Decisions concerning selection of staff development activities are performed by the principal and the Leadership Team using tools such as teacher input and district benchmark results to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Ruth Musser Middle School supports ongoing professional growth throughout the year on late start Fridays during PLC planning time. Teachers meet in grade 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 2017-18, 2018-19, and 2019-20 school years, Ruth Musser Middle School's teachers attended the following events hosted by the Central School District:

2017-18 Training:

- California Dashboard
- LCAP Updates
- Safety
- Visible Learning

#### 2018-19 Training:

- Behavior and the Healing Power of Relationships by Ron Powell
- Trauma

#### 2019-20 Training:

- ELA Training
- History Training
- Science Training

Ruth Musser 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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
3	3	3

#### Instructional Materials

All textbooks used in the core curriculum at Ruth Musser Middle School 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 Thursday, September 05, 2019, the Central School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #04-19-20 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 2019-20 school year, Central 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2017	Houghton Mifflin, <i>Journeys</i>	0 %
2012	McDougal Littell, <i>California Literature</i>	0 %
2018	Pearson, <i>iLit ELL</i>	0 %
2016	Pearson, <i>Opening the World of Learning</i>	0 %
<b>History-Social Science</b>		
2006	Holt, <i>Social Studies</i>	0 %
2007	Scott Foresman, <i>History-Social Studies for CA</i>	0 %
<b>Mathematics</b>		
2015	Great Minds, <i>Eureka</i>	0 %
2017	Pearson, <i>Envision</i>	0 %
<b>Science</b>		
2007	Glencoe/McGraw-Hill, <i>Focus on Science Series</i>	0 %
2008	Macmillan/McGraw-Hill, <i>California Science</i>	0 %

## Professional Staff

#### Counseling & Support Staff

Ruth Musser Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Ruth Musser Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	2	2.0
Adaptive PE Specialist	1	*
Health Clerk	1	1.0
Library Media Technician	1	1.0
Mental Health Counselor	1	0.5
Nurse	1	0.4
Occupational Therapist	1	0.4
Parent Community Involvement Coordinator	1	0.5
Psychologist	1	0.5
Speech Pathologist	1	1.0
Counselor-to-Student Ratio: 1:495		

\* as needed

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

#### Teacher Assignment

During the 2018-19 school year, Ruth Musser Middle School had 42 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	43	42	42	210
Teachers With Full Credentials	43	42	42	205
Teachers Without Full Credentials	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	6	8	6	17
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	2

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.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,844	\$49,378
Mid-Range Teacher Salary	\$72,185	\$77,190
Highest Teacher Salary	\$92,162	\$96,607
Superintendent Salary	\$179,563	\$189,346
<b>Average Principal Salaries:</b>		
Elementary School	\$111,984	\$122,074
Middle School	\$116,136	\$126,560
High School	N/A	\$126,920
<b>Percentage of Budget:</b>		
Teacher Salaries	37%	36%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2017-18 school year, Central School District spent an average of \$9,445 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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, Central School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
			% Diff.		
	School	District	School & Dist.	State	School & State
Total**	\$7,722	N/A	N/A	N/A	N/A
Restricted	\$1,925	N/A	N/A	N/A	N/A
Unrestricted	\$5,797	\$6,130	94.58	\$7,507	77.23
Average Teacher Salary	\$78,546	\$74,776	105.04	\$77,619	101.19

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

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Ruth Musser Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Ruth Musser Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Ruth Musser Middle School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga  
Phone Number: (909) 477-2720  
WebSite: <http://www.rcpl.lib.ca.us/>  
Number of Computers Available: 22

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Central School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2019.