

# School Accountability Report Card for School Year 2003-2004

Published in 2004-2005

# Rincon Middle School

925 Lehner Avenue  
Escondido, CA 92026  
(760) 432-2491  
Fax (760) 743-6713

**1999-2000 National  
Blue Ribbon School**



**1998-99 California  
Distinguished School**

District Office:  
1330 E. Grand Ave.  
Escondido, CA 92027  
(760) 432-2400  
www.eusd4kids.org

## Board members

Joan Gardner, *President*  
Royce Moore, *Vice President*  
Linda Woods, *Clerk*  
Carilyn Gilbert, *Member*  
Zoe Carpenter, *Member*

## Administration

Mike Caston,  
*Superintendent*  
Jennifer Walters,  
*Deputy Superintendent,  
Instructional Support*  
Claudia Boyle,  
*Assistant Superintendent,  
Special Education Services*  
Bob Leon,  
*Assistant Superintendent,  
Human Resources*  
Gina Manusov,  
*Assistant Superintendent,  
Business Services*



## A Message from the Principal . . .

The purpose of the School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes and the areas needing improvement. Our purpose is to foster understanding of and support for Rincon Middle School through awareness of accountability for student achievement goals and the programs and processes used to meet those standards and goals. This report card is published annually. The statistics reported are from the 2002-2003 school year unless otherwise noted. In some cases, comparison data covering several consecutive years is provided.

Students who attend Rincon are fortunate to be exposed to the latest techniques of teaching and the most successful ways of teaching the middle school learner. As one of the California Department of Education's Partnership schools, the staff is committed to implementation of middle school reform based on the documents *Caught in the Middle* and *Taking Center Stage*. We were fortunate to have had the distinction of being selected as a National Carnegie School, which provided us with data for full implementation of middle school reform. Our plan for implementation of middle school recommendations was based on student and staff input, which enabled us to write goals and objectives that assisted us in becoming a distinguished middle school. The staff is committed to developing meaningful, student-centered curriculum that will allow the students to be successful on standardized tests and authentic assessments that are utilized by the district and at the school site. Our main goal is to make sure every student is able to learn in an environment where the teachers realize their curriculum provides the success for lifelong learners.

We were extremely proud to be selected as a California Distinguished School in 1999 and a National Blue Ribbon school in 1999-2000. These honors are a recognition to the outstanding efforts from the entire Rincon Family.

Brenda Jones, Principal  
Rincon Middle School

## Opportunities for Parent Involvement

- **Rincon Parent, Teacher, Student Association** Our PTSA is very active in supporting the school financially. This organization provides annual, grade level grants of \$1,000 each to support literacy (purchasing books for class libraries), provides financial support for school activities such as our Civil War Dances (purchasing authentic dress and paying for the band which plays authentic music of this era), and purchasing recreational equipment.
- **Parent Volunteers** Rincon has parent volunteers that assist regularly in the classroom. Parent volunteers are the primary source for driving students on field trips that allow the teachers to extend curriculum life outside of the classroom by providing students with hands-on activities and real life experiences.
- **School Site Council** Our governance body of students, parents and teachers oversees the school based coordinated programs and approves budgets for these programs. Rincon's council meets a minimum of seven times per year.
- Rincon has parents who represent our school by attending district level meetings, such as DAC, DELAC, GATE PAC, and the Superintendent's Planning Council.

Parents interested in getting involved are encouraged to call their child's teacher or Mrs. Jones, the school principal, at (760) 432-2491.

## Mission Statement

In preparation for success in the real world, all students will be prepared academically and socially to broaden their future choices in life.

---

## DEMOGRAPHIC INFORMATION

### Student Enrollment

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

#### Grade Level Enrollment

Grade 6	555
Grade 7	565
Grade 8	546
<b>Total Enrollment</b>	<b>1666</b>

#### Enrollment By Ethnic Group

African-American	3.5%
American Indian or Alaska Native	0.7%
Asian	3.1%
Filipino	2.2%
Hispanic or Latino	47.8%
Pacific Islander	0.5%
White (Not Hispanic)	42.2%
Multiple or No Response	0.0%

---

## SCHOOL SAFETY AND CLIMATE FOR LEARNING

### District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plans are reviewed and updated using discipline data, crime report data and parent survey information. The plan was last reviewed and approved in February, 2005. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitors' badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department. A scientifically research based curriculum was implemented in the fall of 2004 for all students in grades K-8. The curriculum focuses on character development as well as drug and violence prevention.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

## Facilities and Safety

### General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

### School Buildings

This school opened in 1986 as an elementary school, then was converted to a middle school in 1996, serving only grades 6-8. Rincon is our largest school campus in EUSD with 107,709 square feet. It has the highest student population in the district with slightly more than 1,500 students on campus.

The initial construction in 1986 included 18 classrooms and Administrative, Food Service, and Library facilities. In 1996 additional permanent construction included a Multipurpose building and a Physical Education building, plus nine classrooms. A total of 31 relocatable classroom and special-use buildings have been added since the initial opening—4 in 1988; 7 in 1989; 12 in 1996, 4 in 1998; and 4 in 2000.

### Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed 16 HVAC repairs; seven sewer repairs (generally sewer backups from clogged toilets); and one gas plumbing repair. All emergency requests for repair work were completed within a reasonable time frame.

### Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

# SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

## Facilities and Safety (cont.)

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

The District plans to spend \$1,500 in the 04-05 school year for roofing maintenance.

---

## School Programs and Practices that Promote a Positive Learning Environment

According to the Healthy Kids survey that is taken annually by 7<sup>th</sup> grade students, the majority of students and staff, as well, feel that Rincon is a safe and positive environment. According to the survey, an area of focus for this site is to help students make significant connections with their teachers. A sense of belonging, making connections with adults, and establishing positive relationships is one of the central focuses of the middle school philosophy.

There is a menu of services available to support the varied needs of the student body. Several programs assist students. Rincon is a fully teamed school. Teachers meet weekly to focus on students and instruction. Peer Mediation assists the students in learning to help each other solve their individual problems. Positive Action is a core curriculum that emphasizes values, building positive character and developing respectful relationships with others.

Our student *Bulldog Binder Reminder* provides parents and students with written expectations and consequences for not abiding by the rules. The assistant principal articulates this information in the classroom three times during the school year. The Department of Education requires that information regarding incidents on campus involving substance abuse, crimes against persons, property crimes, etc., be reported with the number of expulsions and suspensions. Below are Rincon's suspension and expulsion statistics for the past three school years. Suspension statistics include both on-campus and off-campus suspensions.

Parents have the opportunity to participate in Back-to-School Night, Parent/Student reading nights, individual parent conferences, Portfolio Day, Shadow-a-Student Day, PTSA, serve as parent volunteers, and participate on our School Site Council.

---

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2001-02		2002-03		2003-04	
	School	District	School	District	School	District
Suspensions	299	1,545	472	1,743	386	1,790
<i>Suspension Rate</i>	.19	.08	.29	.09	.23	.09
Expulsions	7	25	12	35	19	64
<i>Expulsion Rate</i>	.004	.001	.007	.001	.01	.003

## Standardized Testing and Reporting (STAR)

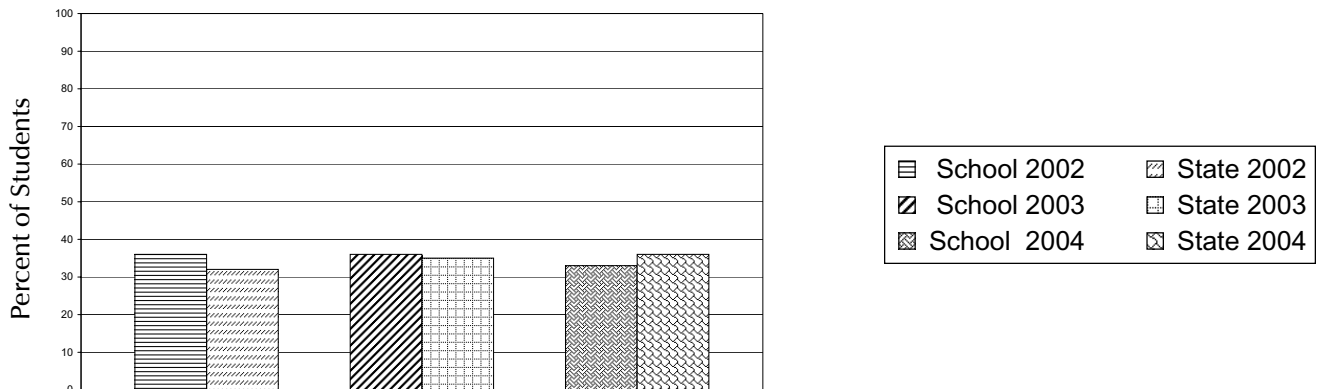
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

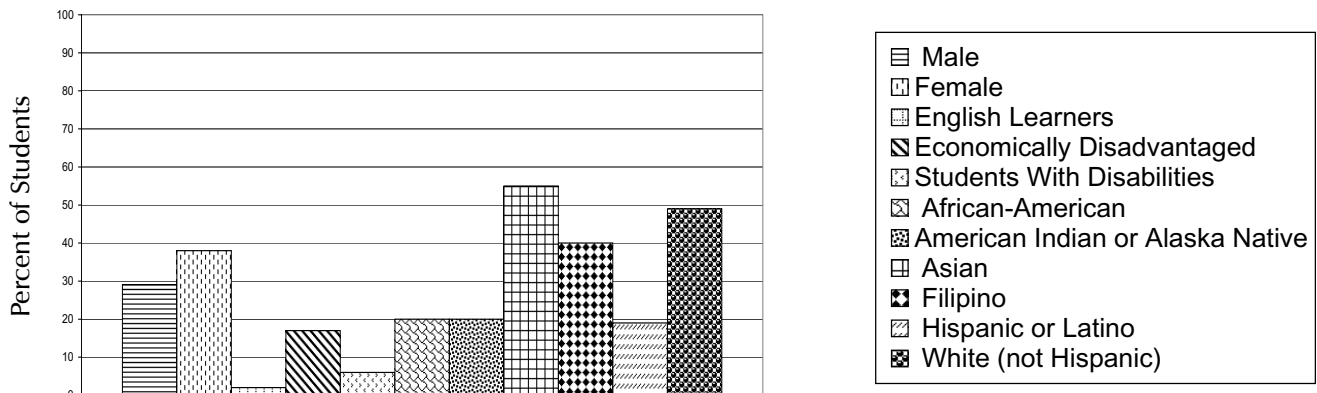
#### CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



#### CST - Subgroups - English Language Arts

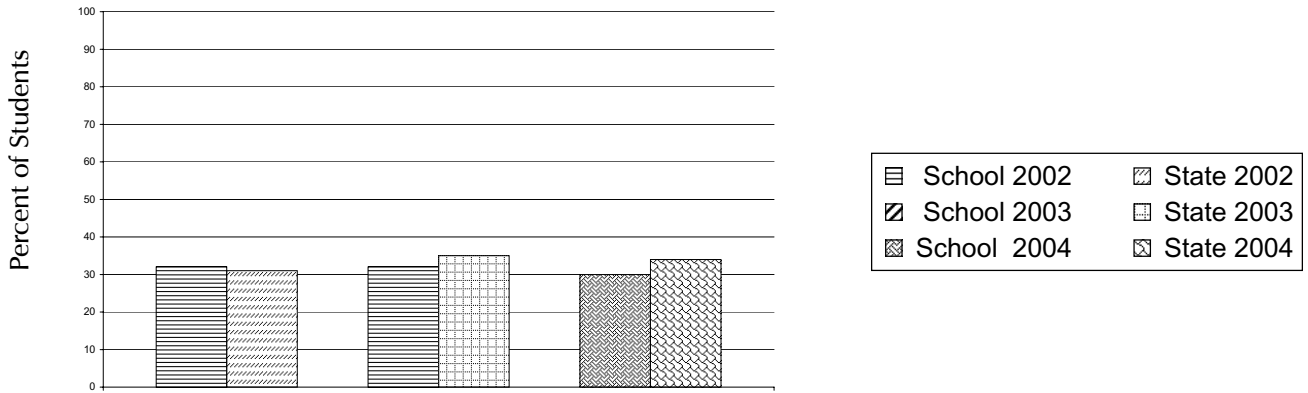
Percent of Students Scoring Proficient or Advanced



# ACADEMIC DATA (cont.)

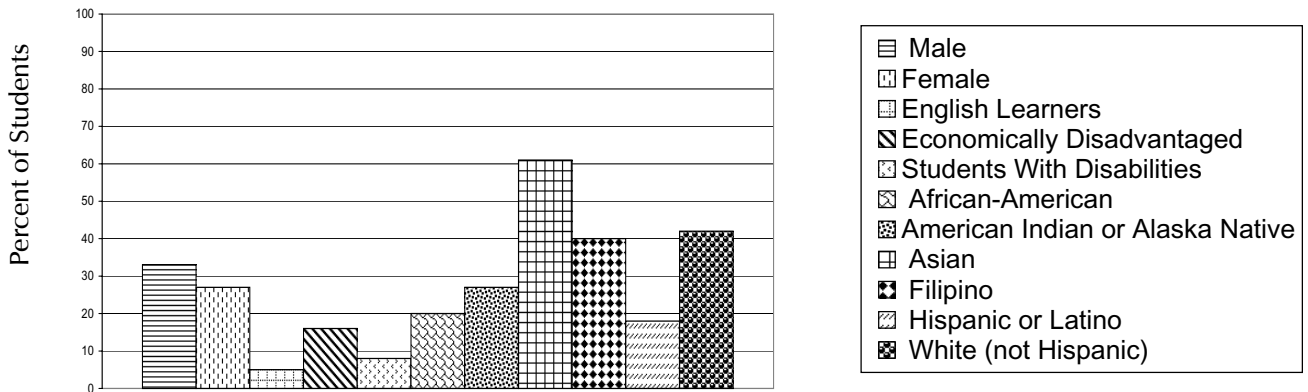
## CST - Mathematics

Percent of Students Scoring Proficient or Advanced



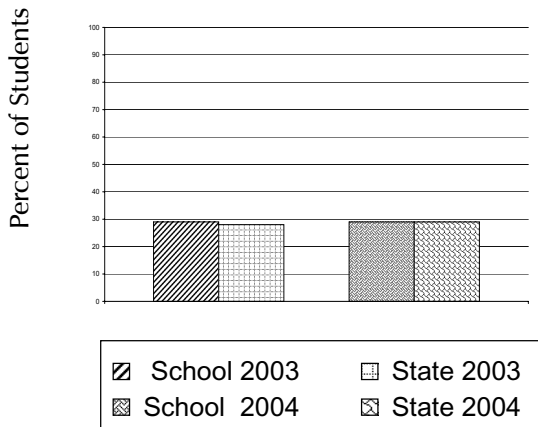
## CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



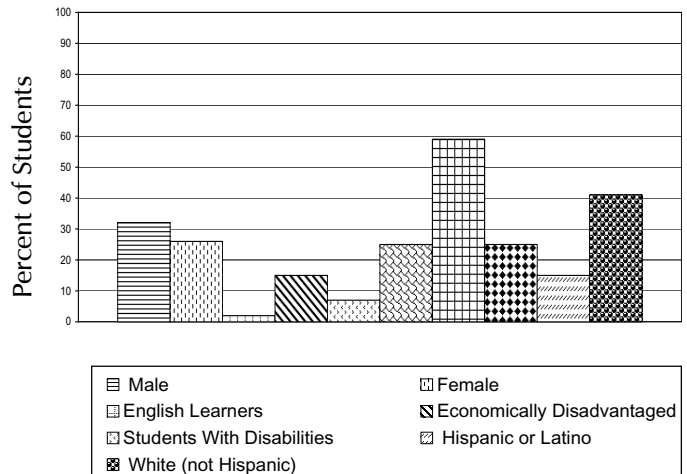
## CST - History/Social Science

Percent of Students Scoring Proficient or Advanced



## CST - Subgroups - History/Social Science

Percent of Students Scoring Proficient or Advanced

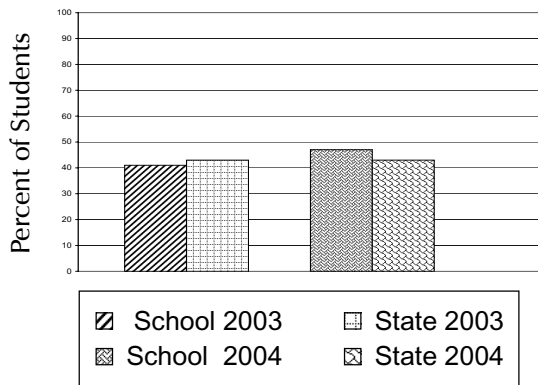


## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

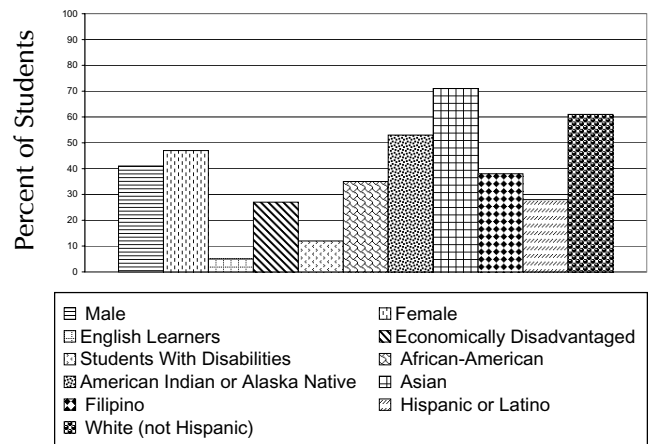
### NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



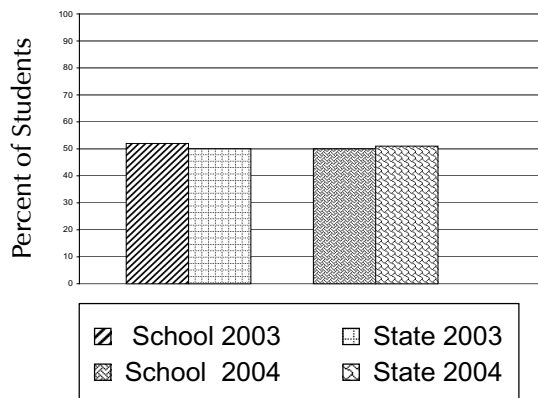
### NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



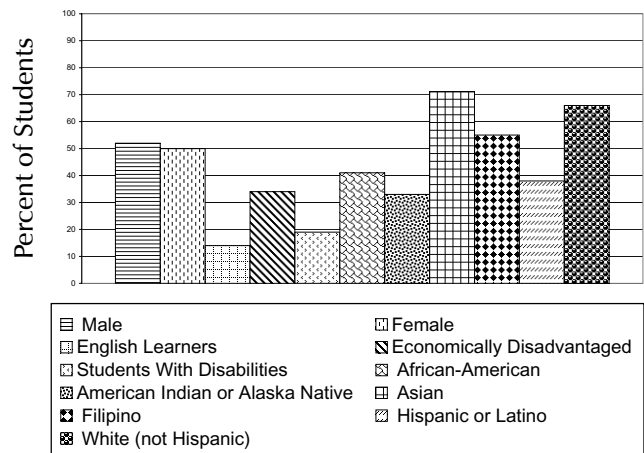
### NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



### NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	99	99	99	Percent Tested	99	99	99
API Base Score	706	692	704	API Growth Score	698	699	710
Growth Target	5	5	5	Actual Growth	-8	7	6
Statewide Rank	7	6	6				
Similar Schools	6	7	5				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	576	583	622	API Growth Score	579	619	637
Growth Target	4	4	4	Actual Growth	3	36	15
<i>White (not Hispanic)</i>							
API Base Score	777	766	783	API Growth Score	775	777	791
Growth Target	4	4	4	Actual Growth	-2	11	8
<i>Socioeconomically Disadvantaged</i>							
API Base Score	568	571	594	API Growth Score	570	590	626
Growth Target	4	4	4	Actual Growth	2	19	32

"A" means the school scored at or above the Statewide Performance Target of 800.

## California Physical Fitness Test

The California Fitness Test measures the fitness levels of students in the six fitness standards. The test is administered to all 5th, 7th and 9th grade students. The test sets a minimum standard for each area which is called the Healthy Fitness Zone (HFZ) and students must meet the standard for all six areas to be considered fit. The HFZ reflects a standard level of fitness that offers some degree of protection against diseases that result from sedentary living.

### Percent of Students Meeting Fitness Standard

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	24.7	28.2	21.5	26.0	28.7	23.4	29.1	31.3	27.0

## Awards and Intervention Programs

Although state intervention and awards programs are currently in the California *Education Code*, the programs were not funded for the period addressed by this report.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Districtwide, three schools or 15 percent of the schools did not meet all AYP requirements and were identified for the Title I Program Improvement program.

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	Yes	Yes	N/A	Yes	Yes
Hispanic or Latino	N/A	Yes	Yes	N/A	Yes	Yes
White (not Hispanic)	N/A	Yes	Yes	N/A	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	Yes	N/A	Yes	Yes
English Learners	N/A	Yes	No	N/A	Yes	No
Students with Disabilities	N/A	Yes	No	N/A	Yes	Yes

# CLASS SIZE

## Average Class Size and Class Size Distribution

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

In kindergarten and grade three, the district implements an Option 2 Class Size Reduction. In this model, three teachers work with sixty students for the language arts and mathematics portion of the day. The students remain housed within two classrooms and the third teacher works with groups of children in both classrooms. The district plans to return to full Class Size Reduction at grades kindergarten and three, as new elementary schools open in the fall of 2004 and in 2005.

Subject	Avg. Class Size	2002 Number of Classrooms			Avg. Class Size	2003 Number of Classrooms			Avg. Class Size	2004 Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.9	14	97		27.0	21	103		28.8	3	110	2
Mathematics	23.3	25	43	3	23.9	19	48	1	26.1	14	67	3
Science	28.2	5	49		27.1	10	48	1	28.8	1	56	
Social Science	27.5	7	47	1	28.3	7	50		28.7	4	51	2

---

## TEACHER AND STAFF INFORMATION

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	15.6	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

## TEACHER AND STAFF INFORMATION (cont.)

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
<b>Total Teachers</b>	74	75	75
<b>Teachers with Full Credential</b>	65	68	67
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	10	8	9
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	1	1

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	—	—	1
<b>Total Teacher Misassignments</b>	—	—	1

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	1.3	0.5
<b>Master's Degree plus 30 or more semester hours</b>	8.0	9.3
<b>Master's Degree</b>	17.3	21.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	56.0	54.6
<b>Bachelor's Degree</b>	17.3	13.8
<b>Less than Bachelor's Degree</b>	0.0	0.2

## TEACHER AND STAFF INFORMATION (cont.)

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	—	—	0

---

### Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Rincon Middle School. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

---

### Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Rincon Middle School has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

---

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Title	FTE
Counselor	3.0
Librarian	0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0

## School Instruction and Leadership

Rincon Middle School offers a comprehensive standards-based academic program that provides curriculum and instructional strategies designed to increase student achievement and to help all students become proficient or advanced in the California Academic Content Standards. The districtwide focus for 2004-2005 is to continue the implementation of standards-based language arts and mathematics programs, resources to meet the needs of English Language Learners, and intervention and support services for all students.

A group composed of staff, school site council members, and district administration annually develops a Single Site Plan to identify strengths of our school's programs and an area of growth for the school year. For the 2004-2005 school year, Rincon Middle School staff is focused on developing content and performance standards and using multiple measures and the *CAT-6* test results to increase student achievement.

At Rincon, teachers work collaboratively to develop lessons at each grade level in each subject matter so students enjoy equal access to the core curriculum. Students' work is displayed in rooms and support for curriculum is very evident. The principal and assistant principals are highly visible in classrooms and give feedback to staff on instructional methodologies and use of materials.

Leadership at Rincon Middle School is a shared responsibility between district administration, the principal, instructional staff, students, and parents. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum. Many teachers assume leadership roles as team leaders, committee chairs, grade level representatives, and district committee representatives. Mrs. Jones has been principal for four years. Her previous experience includes two and a half years as an elementary principal, two and a half years as an assistant principal and 25 years as a teacher.

---

## Professional Development

EUSD has a diverse student population. In meeting the needs of all students, the district provides ongoing staff development in teaching strategies and resources, assessment tools and communication skills. Specific training activities are based on state, district, site, and, in some cases, individually-identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

---

## Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Rincon Middle School is on a modified traditional calendar of 180 instructional days and had two minimum days in the 2003-2004 school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	61,306	54,000
7	61,306	54,000
8	61,306	54,000

## CURRICULUM AND INSTRUCTION (cont.)

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and foreign language, as appropriate.

Selected Textbooks	Date of Publication	Subject	Year Adopted	A book for each student?	Class sets used?	Aligned w/ State Standards?
Prentice Hall <i>Timeless Voices, Timeless Themes</i>	2002	Language Arts	2003	Yes	No	Yes
Hampton-Brown <i>High Point</i>	2001	Reading Intervention	2003	Yes*	No	Yes
McDougal Littell Gr.6 <i>Structure &amp; Method Course 1</i>	2001	Math	2002	Yes	Yes	Yes
Prentice Hall Gr.7 <i>Pre-Algebra</i> Gr.8 <i>Algebra 1</i>	2001	Math	2002	Yes	Yes	Yes
Holt, Rinehart & Winston <i>Science &amp; Technology</i>	2001	Science	2001	Yes	Yes	Yes
Houghton Mifflin Gr.6 <i>A Message of Ancient Days</i> Gr.7 <i>Across the Centuries</i>	1999	History/ Social Studies	2000	Yes	Yes	Yes
Prentice Hall Gr.8 <i>American Nation</i>	2000	History/ Social Studies	2000	Yes	Yes	Yes
Heinle & Heinle <i>Making Connections and Voices in Literature</i>	1996	ELD	1999	Yes*	No	Yes
Glencoe <i>Buen Viaje</i>	2003	Foreign Language	2003	Yes*	No	No

\* There is a book for each student requiring this program, but not a book for each student in the district.

### Reading And Writing

The Prentice Hall's literature series: *Timeless Voices, Timeless Themes* is our district core standards-based reading program for students in grades six through eight. The program provides quality literature using a research-based reading approach. Reading skills instruction provides a systematic progression of language skill-building activities that are aligned to the California Standards to ensure student mastery of essential language skills. Program resources are customized to provide learning activities to meet the needs of all students including English learners, reluctant readers, and advanced learners.

### Mathematics

McDougal Littell's *Structure and Method Course 1* is the district adopted standards-based math curriculum for students in sixth grade. The *Structure and Method* program emphasizes reasoning, problem solving, statistics, communication skills, use of technology, visual and manipulative aids, number relationships and theory, patterns and functions, algebraic concepts, and the use of cooperative learning.

Prentice Hall's *Pre-Algebra* and *Algebra 1* are the district-adopted standards-based texts for students in grades seven through eight. The *Pre-Algebra* curriculum covers all content standards with an emphasis on working with numbers and equations and understanding the underlying mathematic principles. The *Algebra 1* curriculum covers all content standards with an emphasis on writing, solving and graphing linear and quadratic equations, and mathematical reasoning is interwoven throughout the text.

# CURRICULUM AND INSTRUCTION (cont.)

## Reading Intervention Program

The Hampton-Brown *High Point* Program, is for students in grades four through eight. It is a State Board of Education Intervention Reading Program designed to motivate and accelerate struggling readers and English Learners' reading achievement. It is a standards-based program that contains extensive vocabulary development skills practice, a complete learning-to-read strand, direct instruction in reading strategies, comprehensive grammar instruction, and writing projects. It also provides specialized instructional strategies to address diverse learning needs. *High Point* assessments provide a full array of tests to diagnose, plan instruction, and measure student progress.

## History/Social Science

Houghton Mifflin's *Across The Centuries* and *A Message Of Ancient Days* are the district standards-based history social science adoptions for students in sixth and seventh grades, respectively. The textbooks cover ancient and early history and present the original principles upon which many cultures and religions were built.

Prentice Hall's *The American Nation* is the district standards-based history social science adoption for students in eighth grade. *The American Nation* weaves together first-hand accounts of inspiring anecdotes, events in small communities and those that share our entire nation. It delivers content in compelling stories that students want to read and builds the skills to connect American history to the world around them.

## Middle School Science

The Holt *Science & Technology (Earth, Life, Physical)* is the district science adoption for sixth, seventh and eighth-grade students respectively. The science texts are standards-based and provide a variety of teaching resources in earth science, life science, and physical science. District science classes are taught using a combination of teacher presentations and student hands-on inquiry that include technology resources such as CD ROMs. Student progress is assessed using the program skills and performance-based assessments, checklists, and rubrics.

## English Language Development

Heinle & Heinle's *Making Connections* and *Voices in Literature* is a program designed to help middle school English Language Learners learn personal, academic, and community goals through integrated learning. Students develop language for academic success and use a variety of reading and writing strategies to support what they learn through literature.

## Foreign Language

The Glencoe Spanish series, *iBuen Viaje! Level 1* focuses on language and real-life contexts, giving students the skills to make friends and communication in the Spanish-speaking world. The program uses a variety of exercises and exciting learning activities to enhance student's communication skills.

---

## Supplemental Student Services

Rincon Middle School receives special funds for supplementary educational programs. The special programs include: Special Education, School Improvement Program (SIP), Gifted and Talented Education (GATE), English Language Learning (ELL), Reading Intervention Programs for Literacy (Title V), Safe and Drug-Free Schools, and Anytime School.

Parents, teachers, and students have the opportunity to provide input on expenditures for all categorically funded programs. All programs are analyzed on an annual basis, and funding is allocated to meet the goals and objectives of the current programs.

# FISCAL AND EXPENDITURE DATA

## Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

## Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Middle)	\$ 97,399	\$ 95,946
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%