

Middletown Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

Mitch Tucker, Principal

 Principal, Middletown Middle

About Our School

Middletown is a rural community in the south eastern corner of Lake county on Highway 29, seventeen miles north of Calistoga and seventeen miles south of Clear Lake. Large and small cattle ranches, wineries, vineyards, walnut groves, geothermal development, and retail businesses provide employment for many of the residents of the community. The Middletown area is the home base for people who commute to the Napa Valley and Sonoma County. MUSD also serves a Native American community based on a Rancheria south of town with a growing casino business.

Middletown Middle School was selected as a California Partnership School in 1988, and received the honor of being chosen a "California Distinguished School" four times, in 1992, 1994, 2001 and 2008. MMS is located in Middletown at the corner of Highway 29 and Wardlaw Street. It shares a campus with Middletown High School and Minnie Cannon Elementary School.

Our school's motto is "Empowering Students Through Excellence in Education".

Contact

*Middletown Middle
15846 Wardlaw St.
Middletown, CA 95461-0338*

*Phone: 707-987-4160
E-mail: mitch.tucker@middletownusd.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Superintendent	Catherine Stone
E-mail Address	catherine.stone@middletownusd.org
Web Site	www.middletownusd.org

School Contact Information - Most Recent Year	
School Name	Middletown Middle
Street	15846 Wardlaw St.
City, State, Zip	Middletown, Ca, 95461-0338
Phone Number	707-987-4160
Principal	Mitch Tucker, Principal
E-mail Address	mitch.tucker@middletownusd.org
County-District-School (CDS) Code	17640556107049

Last updated: 3/2/2016

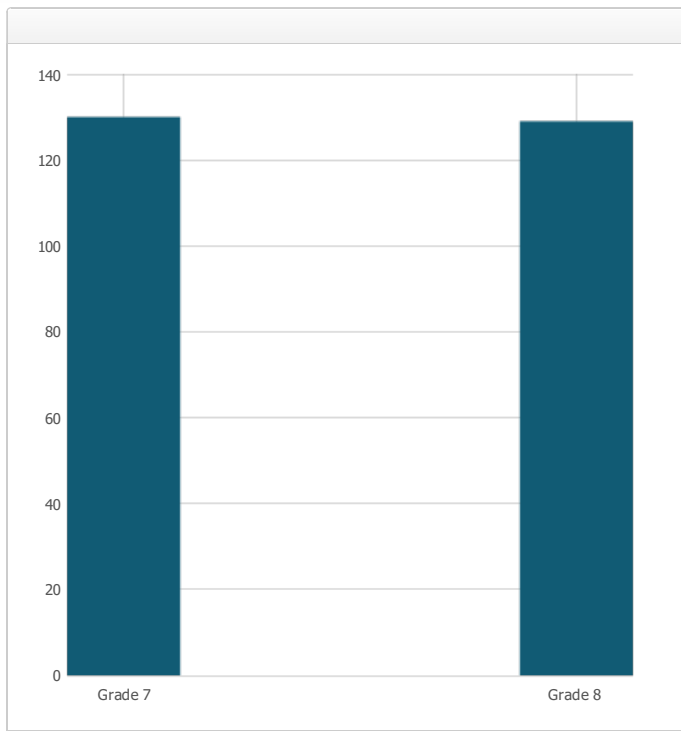
School Description and Mission Statement - Most Recent Year

Middletown is a rural community in the south eastern corner of Lake county on Highway 29, seventeen miles north of Calistoga and seventeen miles south of Clear Lake. Large and small cattle ranches, wineries, vineyards, walnut groves, geothermal development, and retail businesses provide employment for many of the residents of the community. The Middletown area is the home base for people who commute to the Napa Valley and Sonoma County. MUSD also serves a Native American community based on a Rancheria south of town with a growing casino business. Middletown Middle School was selected as a California Partnership School in 1988, and received the honor of being chosen a "California Distinguished School" four times, in 1992, 1994, 2001 and 2008. MMS is located in Middletown at the corner of Highway 29 and Wardlaw Street. It shares a campus with Middletown High. Our school's motto is "Empowering Students Through Excellence in Education".

Last updated: 3/2/2016

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

Grade Level	Number of Students
Grade 7	130
Grade 8	129
Total Enrollment	259



Last updated: 3/2/2016

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	2.7 %
Asian	0.0 %
Filipino	1.9 %
Hispanic or Latino	21.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	68.7 %
Two or More Races	2.7 %
Socioeconomically Disadvantaged	52.5 %
English Learners	7.3 %
Students with Disabilities	15.1 %
Foster Youth	0.4 %

Last updated: 3/2/2016

A. Conditions of Learning

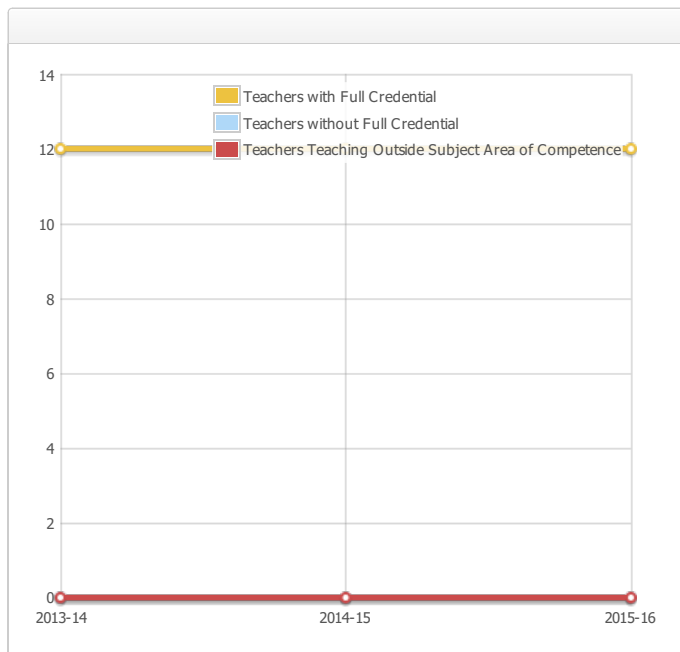
State Priority: Basic

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

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

Teacher Credentials

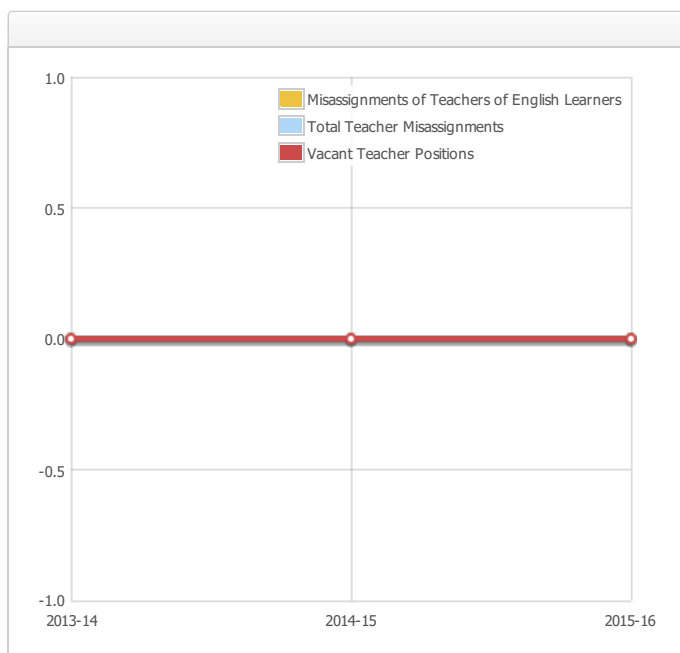
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	12	12	12
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 3/2/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 3/2/2016

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	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	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

Year and month in which data were collected: February 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Literature California Reading and Language-----7th and 8th grade	Yes	0.0 %
Mathematics	Carnegie Learning Math Series Course 2...7th grade Carnegie Learning Math Series Course 3...8th grade Accompanying Workbooks	Yes	0.0 %
Science	Focus on California Life Science....7th grade Focus on California Physical Science...8th grade Accompanying Workbooks	No	0.0 %
History-Social Science	History Alive! The Medieval World and Beyond...7th grade History Alive! The United States Through Industrialism...8th grade Accompanying Workbooks	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 3/2/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Middletown Middle School has recently (2015-2016) inherited the classrooms that made up Minnie Cannon Elementary School. Minnie Cannon moved into a new school facility and now Middletown Middle School is able to have our own quad and only use portable buildings for elective classes. Most buildings are older, however, recently the district placed Smart Boards in each classroom, a significant upgrade to the technology available to students. In addition, MMS has its own computer lab, Drama room, Band room, a gymnasium, and a library.

Last updated: 3/2/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Good
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Last updated: 3/2/2016

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)	44.0%	47.0%	44.0%
Mathematics (grades 3-8 and 11)	32.0%	36.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/2/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	130	121	93.1%	22.0%	34.0%	35.0%	9.0%
Male	130	59	45.4%	19.0%	36.0%	42.0%	3.0%
Female	130	62	47.7%	26.0%	32.0%	27.0%	15.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	130	3	2.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	130	5	3.8%	--	--	--	--
Hispanic or Latino	130	27	20.8%	26.0%	44.0%	26.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	130	80	61.5%	16.0%	34.0%	38.0%	13.0%
Two or More Races	130	6	4.6%	--	--	--	--
Socioeconomically Disadvantaged	130	64	49.2%	33.0%	36.0%	27.0%	5.0%
English Learners	130	8	6.2%	--	--	--	--
Students with Disabilities	130	12	9.2%	67.0%	25.0%	0.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
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

Last updated: 3/2/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	132	120	90.9%	22.0%	35.0%	35.0%	8.0%
Male	132	55	41.7%	27.0%	44.0%	25.0%	4.0%
Female	132	65	49.2%	17.0%	28.0%	43.0%	12.0%
Black or African American	132	2	1.5%	--	--	--	--
American Indian or Alaska Native	132	3	2.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	132	0	0.0%	--	--	--	--
Hispanic or Latino	132	22	16.7%	14.0%	41.0%	41.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	132	87	65.9%	24.0%	38.0%	31.0%	7.0%
Two or More Races	132	4	3.0%	--	--	--	--
Socioeconomically Disadvantaged	132	62	47.0%	27.0%	34.0%	32.0%	6.0%
English Learners	132	8	6.1%	--	--	--	--
Students with Disabilities	132	13	9.8%	54.0%	38.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 3/2/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	130	120	92.3%	23.0%	35.0%	32.0%	10.0%
Male	130	59	45.4%	19.0%	37.0%	32.0%	12.0%
Female	130	61	46.9%	28.0%	33.0%	31.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	130	3	2.3%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	130	5	3.8%	--	--	--	--
Hispanic or Latino	130	27	20.8%	26.0%	48.0%	19.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	130	79	60.8%	18.0%	32.0%	38.0%	13.0%
Two or More Races	130	6	4.6%	--	--	--	--
Socioeconomically Disadvantaged	130	64	49.2%	30.0%	45.0%	19.0%	6.0%
English Learners	130	8	6.2%	--	--	--	--
Students with Disabilities	130	11	8.5%	55.0%	36.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
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

Last updated: 3/2/2016

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)	77.0%	75.0%	72.0%	65.0%	60.0%	64.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/2/2016

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64.0%
All Students at the School	72.0%
Male	73.0%
Female	72.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	72.0%
Native Hawaiian or Pacific Islander	--
White	71.0%
Two or More Races	--
Socioeconomically Disadvantaged	64.0%
English Learners	--
Students with Disabilities	38.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 3/2/2016

Career Technical Education Programs (School Year 2014-15)

Narrative provided by the LEA

Last updated: 3/2/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 3/2/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

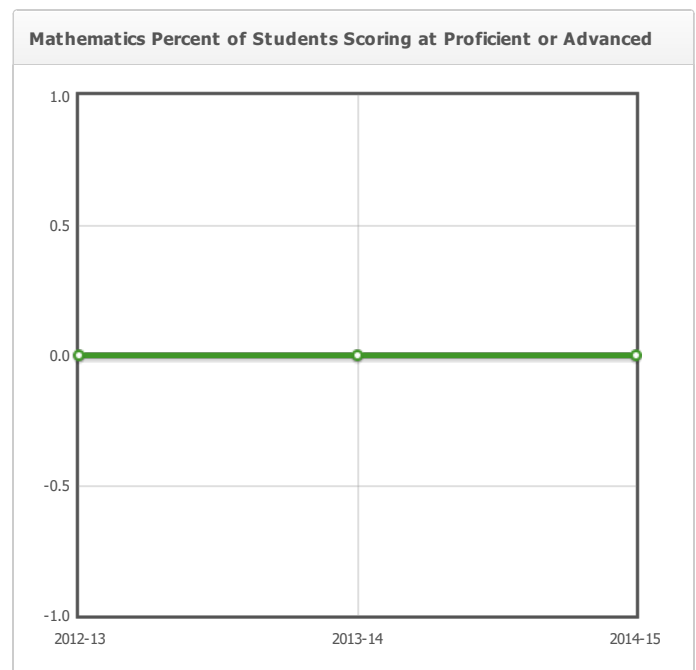
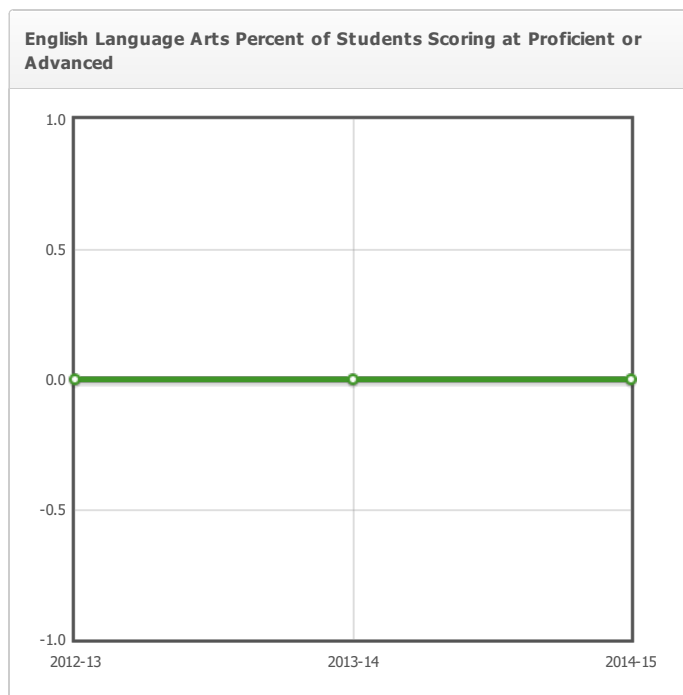
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	61.0%	62.0%	67.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	60.0%	65.0%	60.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 3/2/2016

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5%	20.6%	41.3%

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.

Last updated: 3/2/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Middletown Middle School encourages our parents to become involved. We hold a summer orientation night for the 7th and 8th grade students and parents. We also hold a back to school night, parent conferences, athletic boosters, parent teacher organization and parent information nights covering specific topics. Middletown Middle School has a site council that consists of parents, administration, and faculty, both certificated and classified. The site council makes important recommendations regarding categorical funds and all other aspects of the instructional program. Site council usually meets once a month. People are encouraged to contact the school office if interested in participating. Parents have the opportunity once a month to have "Coffee with the Principal" on designated mornings throughout the year. This is a great opportunity to ask questions, share information, and introduce concerns. MMS has quarterly award assemblies for academic achievement. Parents can chaperone and help with our 4 to 5 dances per year. MMS also has two drama performances a year, one in the fall and one in the spring.

State Priority: Pupil Engagement

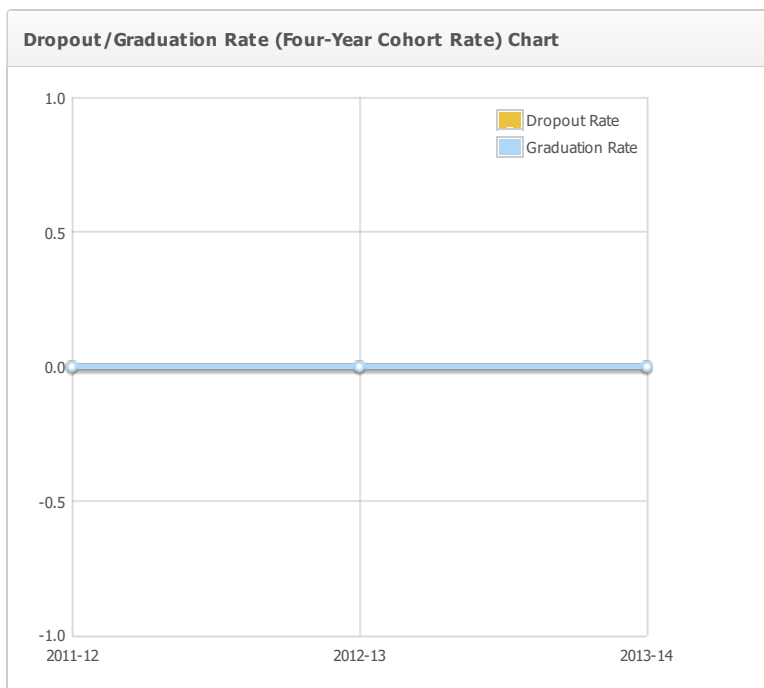
Last updated: 3/2/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	89.60	92.30	90.80	78.87	80.44	80.95



Last updated: 3/2/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

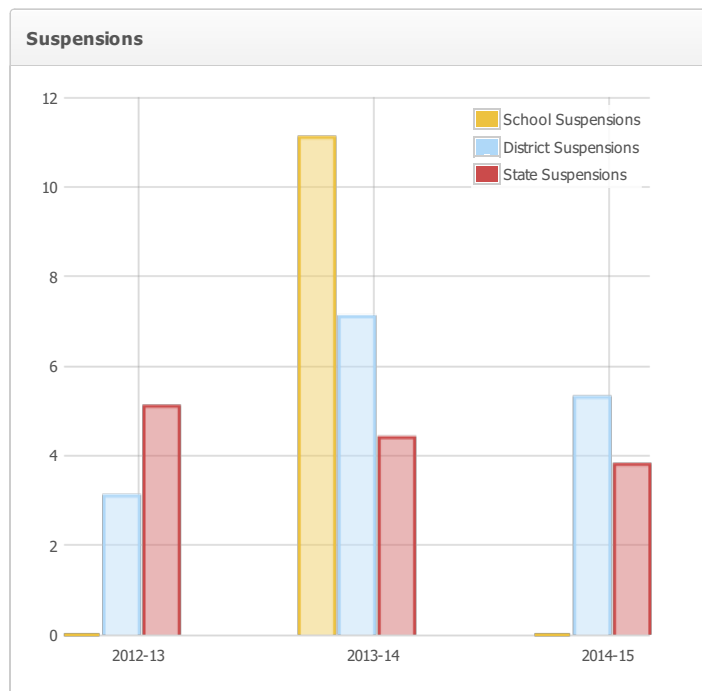
State Priority: School Climate

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	0.0	11.1	0.0	3.1	7.1	5.3	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1



Last updated: 3/2/2016

School Safety Plan - Most Recent Year

Middletown Middle School has developed a Safe School Plan with collaboration of administration, teachers, support staff, Red Cross and regional directors. Most teachers have been trained in "Crisis Prevention Intervention" and are certified in CPR and First Aid. Teams are continually being developed and trained in emergency preparedness. Students are also trained in emergency procedures at school. Safety drills are held to provide students training and practice in emergency procedures. All of the district buses are equipped with full time video cameras to monitor behavior and ensure safety. One security staff member is on duty before school, at lunch and after school to help further ensure the students' safety. The school facility is a Drug Free Zone. Rules are strictly enforced. School science laboratories and vocational shops store chemicals and paint in a safe, secure, and locked manner. Safety procedures are in place to provide a safe environment for students to learn.

Last updated: 3/2/2016

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	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		No	
Met Graduation Rate	N/A	Yes	

Last updated: 3/2/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 3/2/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 3/2/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	5	8		20.0	6	7		20.0	9	5	
Mathematics	19.0	5	8		18.0	9	5		19.0	10	5	
Science	23.0	4	8		22.0	3	6		24.0	3	8	
Social Science	23.0	2	9		22.0	4	7		23.0	3	8	

* 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.

Last updated: 3/2/2016

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 3/2/2016

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	\$0.0	\$61495.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$59460.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 3/2/2016

Types of Services Funded (Fiscal Year 2014-15)

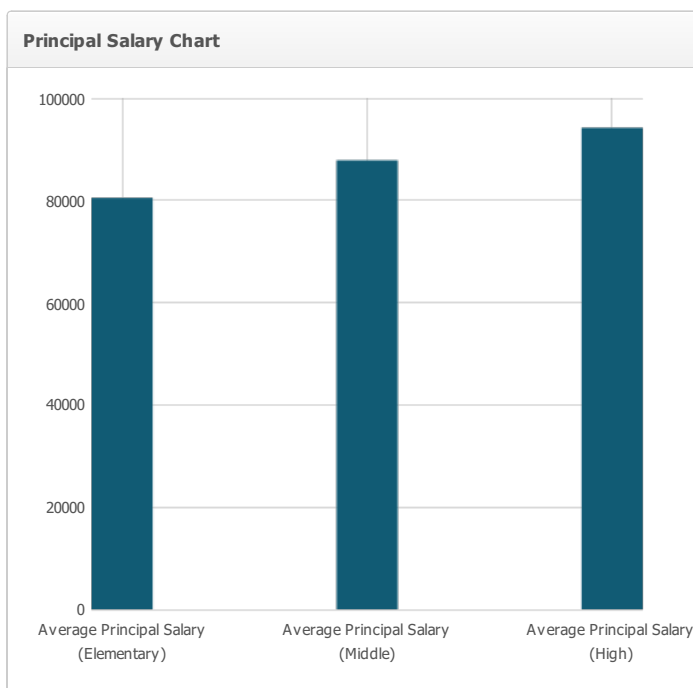
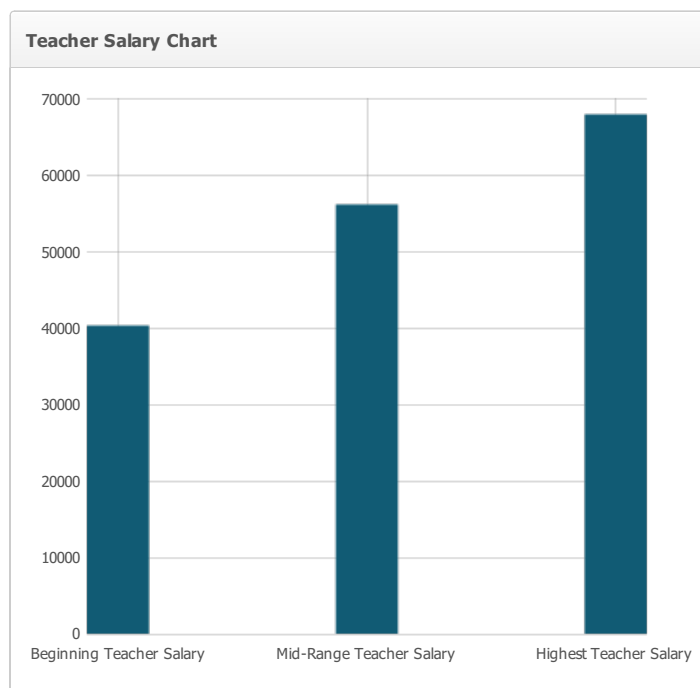
MMS runs several intervention classes to support the needs of struggling students. During the regular school day, 2 periods of Math and 1 period of LA intervention are offered for those not performing at grade level standards. Additionally, 8 periods of after school tutorial are offered each week (Mon.-Thurs.). Special Education students are provided the opportunity for a tutorial period at the end of each school day.

Last updated: 3/2/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$38,953
Mid-Range Teacher Salary	\$56,106	\$57,103
Highest Teacher Salary	\$67,879	\$74,127
Average Principal Salary (Elementary)	\$80,500	\$90,225
Average Principal Salary (Middle)	\$87,840	\$98,146
Average Principal Salary (High)	\$94,212	\$97,758
Superintendent Salary	\$127,395	\$117,803
Percent of Budget for Teacher Salaries	37.0%	34.0%
Percent of Budget for Administrative Salaries	5.0%	7.0%

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



Last updated: 3/2/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 3/2/2016

Professional Development – Most Recent Three Years

Areas of focus are Common Core and Infinite Campus.

MUSD has dedicated 3 days to professional development training throughout the year.

Last updated: 3/2/2016