

# Colton Joint Unified School District Joe Baca Middle School

Grades 7 through 8  
Mike Williford, Principal  
mike\_williford@cjustd.net



1640 S. Lilac Avenue  
Bloomington, CA 92316  
PH: (909) 580-5014 FAX: (909) 876-6375  
www.cjustd.net/jbms  
CDS #: 36676866059380

## 2017-18 School Accountability Report Card *Published February 2019*

Colton Joint Unified School District  
1212 Valencia Drive  
Colton, CA 92324-1798  
(909) 580-5000

**Website Address**  
www.cjustd.net

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## Principal's Message

The Joe Baca Middle School staff focuses on student academic and social needs, maintaining high standards for behavior, and maintaining a positive learning environment. The staff is committed to maintaining a school setting which encourages students to grow not only intellectually, but emotionally and socially as well. A school must offer a safe and nurturing environment, where all students find many varied opportunities for learning, for assuming responsibility, and for building self-esteem and mutual respect. In this regard, Joe Baca Middle School has made a commitment to:

- Continue to develop and maintain standards of excellence, which will enable students to grow intellectually, emotionally, and socially.
- Continue to stimulate academic growth and development of the student through a variety of instructional strategies.
- Continue to promote cooperation and communication between home and school.

We are excited about our school and its program and welcome all to support our efforts.

## School Vision

We believe Joe Baca Middle School is a place where students welcome and respect diversity and develop their potential through a variety of learning experiences. Our school should be a place where students want to come and everyone, including parents and the community, is involved in the education of children.

## School Description

Joe Baca Middle School is located in the southwestern region of Bloomington and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2017-18 school year, 867 students were enrolled, including 12.1% in special education, 20.2% qualifying for English Language Learner support, and 92.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.20%	Grade 7	437
Amer. Indian or Alaska Native	0.00%	Grade 8	430
Asian	0.50%	Ungraded	0
Filipino	0.20%		
Hisp. or Latino	93.00%		
Native Hawaiian or Pacific Islander	0.00%		
White	3.50%		
Two or More Races	0.70%		
Students with Disabilities	12.10%		
Socioeconomically Disadvantaged	92.70%		
English Learners	20.20%		
Foster Youth	0.80%		
Total Enrollment			867

## Student Achievement

### Physical Fitness

In the spring of each year, Joe Baca Middle School is required by the state to administer a physical fitness test to all students in 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 2017-18			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	22.8%	26.2%	27.1%

*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.*

### 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 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)					
	Joe Baca Middle School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	34	36	36	40	48.0	50.0
Mathematics (grades 3-8 and 11)	18	19	23	25	37.0	38.0

*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.*

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	879	873	99.32	35.85
Male	463	460	99.35	28.70
Female	416	413	99.28	43.83
Black or African-Amer.	18	18	100.00	16.67
Amer. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	816	810	99.26	35.68
Native Hawaiian or Pacific Islander				
White	30	30	100.00	46.67
Two or More Races	--	--	--	--
English Learners	370	369	99.73	18.43
Socioeconomically Disadvantaged	823	818	99.39	34.96
Students with Disabilities	107	107	100.00	7.48
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	877	868	98.97	19.47
Male	461	458	99.35	18.34
Female	416	410	98.56	20.73
Black or African-Amer.	18	18	100.00	11.11
Amer. Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	814	805	98.89	19.13
Native Hawaiian or Pacific Islander				
White	30	30	100.00	26.67
Two or More Races	--	--	--	--
English Learners	369	368	99.73	7.88
Socioeconomically Disadvantaged	821	813	99.03	18.08
Students with Disabilities	107	107	100.00	2.80
Students Receiving Migrant Ed. Services				
Foster Youth	--	--	--	--

*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						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Joe Baca Middle School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 *Dropouts*, 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), parent meetings, and Facebook. Contact the principal at (909) 580-5014 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Chaperone Field Trips  
Schoolwide Events  
Parent Meetings

### Committees

English Learner Advisory Council  
School Site Council  
Safety Committee  
Positive Behavior Intervention and Support (PBIS)

### School Activities

Back to School Night  
Parent Night  
Student Performances  
Assemblies  
Career Night  
GATE Family Activities  
Incoming 7th Grade Orientation  
Pastry with the Principal  
Parent Book Club  
Saturday STAR Program

## 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. Joe Baca Middle School's original facilities were built in 2012; 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:

- Installation of new grate on the P.E. windows

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 an evening crew are assigned to Joe Baca Middle School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	2012
Acreage	17.74
Square Footage	154318
Quantity	
Permanent Classrooms	49
Portable Classrooms	0
Restrooms (sets)	10
Library	1
Cafeteria(s)	1
Computer Room(s)	5
Indoor Gymnasium(s)	1
Multipurpose Room(s)	1
Staff Lounge	1
Work Room(s)	1

### Facilities Inspection

The district's maintenance department inspects Joe Baca Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Joe Baca 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 Wednesday, December 19, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, December 19, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety		✓	
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Room 3114 - Flooring worn, broken tiles
(F)	Rooms 2101, 2110, 2119, 2120, 2121, 2124, 2125, 2126, 2201, 2205, 2206, 2208, 2209, 2210, 2215, 2218, 2219, 2220, 2221, 2222, 2225, 2226 & 2227 - Fire extinguisher not signed

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

#### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

### County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 8/24/2018. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/24/2018		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Drinking Fountains (Interior & Exterior)		
Boys' PE	Sink/fountain fixture is loose	Remedied 8/24/18
Category: Restroom		
Building 2 Restrooms - Boys'	Restroom signage damaged, broken and/or missing	Remedied
Building 2 Restrooms - Girls'	Restroom signage damaged, broken and/or missing	Remedied
Category: Overall Cleanliness		
Computer Lab	Flooring is excessively dirty/stained	Work order #36173
Library	Flooring is excessively dirty/stained	Work order #36171
Category: Electrical (Interior & Exterior)		
Grounds	Lighting fixtures or bulbs are not functioning properly or missing	Work order #3597
Multipurpose Room	Electrical outlet/junction box covers or light switch covers are damaged or missing	Remedied 8/24/18



## 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, the principal, assistant principal, campus security officers, and campus supervisors patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, campus security officers, campus supervisors, and counselors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, campus security officers, campus supervisors, and counselors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Joe Baca Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Joe Baca 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 February 2018.

## Classroom Environment

### Discipline & Climate for Learning

Joe Baca 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			
	15-16	16-17	17-18
	<b>JBMS</b>		
% Students Suspended	5.4	10.1	6.4
% Students Expelled	0.2	0.0	0.0
	<b>CJUSD</b>		
% Students Suspended	4.0	4.6	4.6
% Students Expelled	0.2	0.1	0.1
	<b>California</b>		
% Students Suspended	3.7	3.6	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	2015-16			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	21	35	
Mathematics	26.0	9	43	2
Science	26.0	6	32	
Social Science	29.0	2	28	1
Subject	2016-17			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	28	28	
Mathematics	25.0	15	35	
Science	28.0	3	34	
Social Science	28.0	3	28	1
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	17	30	1
Mathematics	26.0	9	37	
Science	28.0	3	28	
Social Science	27.0	3	28	1

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Joe Baca Middle School revolve around the California State Content Standards and Frameworks. During the 2017-18 school year, Joe Baca Middle School held staff development training devoted to:

- AVID Training
- Common Core State Standards
- Google Apps Training
- Literacy Focus
- Professional Learning Communities (PLC's)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Joe Baca Middle School supports ongoing professional growth throughout the year on minimum days and teacher release days. Teachers meet in both grade level and department 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 2016-17, 2017-18 and 2018-19 school years, Joe Baca Middle School's teachers had the opportunity to attend some of the following trainings or workshops hosted by the Colton Joint Unified School District:

- EdTech
- English Language Arts Adopting
- English Language Development
- Illuminate Training
- Mathematics

- Next Generation Science Standards (NGSS)
- Positive Behavioral Intervention Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

Joe Baca 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.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
0	3	3

### Instructional Materials

All textbooks used in the core curriculum at Joe Baca Middle School are aligned to the California Content Standards and Frameworks. 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 06, 2018, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 19-11 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 2018-19 school year, Colton Joint Unified 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.

\* Curriculum noted is not from the most current state-board adopted list of materials.

**Mathematics - (Go Math! Accelerated 7th Grade)** The state did not adopt advanced math materials. Selected materials align with state standards and complement the non-advanced materials. (California Algebra I) Algebra I materials were locally adopted based on the state standards. For consistency, middle school uses the same materials as grades 9-12.

**History/Social Science - (World History Medieval & Early Modern Times & Creating America, A History of the United States)** Although these materials are still aligned to state standards, the district is currently reviewing options for new history materials prior to the 2019/20 school year.

**Science - (Focus on Life Science & Focus on Physical Science)** Science materials in use are still aligned to state standards. However, 2019/20, the district will be reviewing options for new science materials with implementation planned for 2020/21.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>History-Social Science</b>		
* 2006	McDougal Littell, <i>Creating America</i>	0 %
* 2006	McDougal Littell, <i>Medieval &amp; Early Modern Times</i>	0 %
<b>Mathematics</b>		
* 2015	Houghton Mifflin, <i>Go Math! Accelerated Grade 7</i>	0 %
2015	Houghton Mifflin, <i>Go Math! HMH California Edition</i>	0 %
* 2015	Houghton Mifflin Harcourt, <i>California Algebra I</i>	0 %
<b>Science</b>		
* 2007	McDougal Littell, <i>Focus on Life Science</i>	0 %
* 2007	McDougal Littell, <i>Focus on Physical Science</i>	0 %

## Professional Staff

### Counseling & Support Staff

Joe Baca 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 Joe Baca 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) 2017-18		
	No. of Staff	FTE
Academic Counselor	2	2.0
Health Assistant	1	0.5
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	*
Counselor-to-Student Ratio: 1:434		

\* 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 2017-18 school year, Joe Baca Middle School had 38 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				
	JBMS			CJUSD
	16-17	17-18	18-19	18-19
Total Teachers	41	38	41	1061
Teachers With Full Credentials	41	38	41	1059
Teachers Without Full Credentials	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	3
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	3

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: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$48,646	\$47,903
Mid-Range Teacher Salary	\$77,175	\$74,481
Highest Teacher Salary	\$99,632	\$98,269
Superintendent Salary	\$231,260	\$271,429
<b>Average Principal Salaries:</b>		
High School	\$147,280	\$142,414
Elementary School	\$123,809	\$123,495
Middle School	\$125,468	\$129,482
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

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 2016-17 school year, Colton Joint Unified School District spent an average of \$11,686 of total general funds to educate each student (based on 2016-17 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, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, Title II, Title III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student		% Diff. School & Dist.	State	% Diff. School & State
	JBMS	CJUSD			
Total**	\$6,339	N/A	N/A	N/A	N/A
Restricted	\$307	N/A	N/A	N/A	N/A
Unrestricted	\$6,032	\$6,373	94.65	\$7,125	84.66
Average Teacher Salary	\$75,886	\$80,901	93.80	\$80,764	93.96

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 Joe Baca 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 Joe Baca Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Joe Baca Middle School is Bloomington Branch Library, a branch of San Bernardino County Library.

Address: 10145 Orchard St., Bloomington  
Phone Number: (909) 877-1453  
WebSite: <http://www.sbcounty.gov/library/home/>  
Number of Computers Available: 12

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified 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 section were acquired in August 2018. Data to prepare the school facilities section were acquired in January 2019.