

Alvord Unified School District Villegas Middle School

Grades 6 through 8
Julie Koehler, Principal



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2009-10 School Accountability Report Card *Published January 2011*

Principal's Message

Villegas Middle School is dedicated to the mission "Commitment to Achievement." The idea of achievement is not limited to academics alone, but encompasses all aspects of a student's school life. There are three distinct grade level experiences for Villegas students. Sixth grade students are exposed to four different teachers, seventh grade to five, and eighth grade to six. As students advance through the grade levels they experience increasing levels of social and academic autonomy. Our school's API 811. The target is 800 for all students. Every action we take and all resources we expend are geared to assist all students in attaining proficiency.

Mission Statement

- We will do business with the highest of integrity
- All students arrive with unique backgrounds, skill, and abilities
- Every student can improve, grow and achieve personal success.
- We will make every effort to know our clients – their needs, desires, and expectations
- Villegas Middle School will be a place where everyone wants to attend and work because they will be treated with:

Respect
Caring
Knowing
Involvement

School Profile

Villegas Middle School is located in the southwestern region of Riverside and serves students in grades six through eight following a traditional calendar. At the beginning of the 2009-10 school year, 1368 students were enrolled, including 11% in special education, 26% qualifying for English Language Learner support, and 52% qualifying for free or reduced price lunch. Villegas Middle School achieved a 2011 Academic Performance Index (API) score of 806.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	6.14 %	Grade 6	459
Amer. Indian or Alaskan Native	0.22 %	Grade 7	445
Asian	5.77 %	Grade 8	464
Filipino	3.14 %		
Hisp. or Latino	61.11 %		
Pacific Islander	0.73 %		
Caucasian	19.74 %		
Multi-Racial	3.14 %		
Total Enrollment			1,368

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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Villegas Middle School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	46	52	58	35	41	44	46	50	52
Math	47	49	56	35	39	42	43	46	48
Science	51	58	61	36	40	46	46	50	54
Social Science	37	44	49	27	36	39	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	Villegas Middle School							
	African- Amer.	Alaskan Native	Asian	Cauca- sian	Filipino	Hisp. or Latino	Multi- Racial	Pacific Islander
Language Arts	58	*	81	66	77	51	79	*
Math	33	*	75	66	67	61	74	*
Science	57	*	83	77	75	53	62	*
Social Science	52	*	77	67	58	40	92	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	AUSD	Villegas Middle School						
	All	All	Male	Female	English Learners	Econo- mically Dis- advan- taged	Students with Dis- abilities	Migrant Educ.
Lang. Arts	44	58	55	60	29	46	55	
Math	42	56	77	54	33	45	46	
Science	46	61	62	59	33	53	53	
Social Science	39	49	51	48	17	40	24	

Physical Fitness

In the spring of each year, Villegas Middle School is required by the state to administer a physical fitness test to all students in grade five, grade seven, and grade nine. 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 disclosed 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 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	19.7%	28.7%	32.6%
Ninth	N/A	N/A	N/A

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	6	6	7
Similar Schools Rank	5	7	10

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	19	38	1
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	2	*	*
Filipino	*	*	*
Hisp. or Latino	22	48	12
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	9	28	-2
Other Subgroups			
Students with Disabilities	*	*	-11
Economically Disadvantaged	32	42	6
English Learners	34	48	4

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		740	685
Amer. Indian or Alaskan Native			728
Asian		864	889
Filipino		868	851
Hisp. or Latino	7	735	715
Pacific Islander			754
Caucasian	856	802	838
Multi-Racial		825	807
Economically Disadvantaged	761	727	610
English Learners	753	717	691
Students with Disabilities	631	619	580
All Students	806		767

Adequate Yearly Progress

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	VMS	AUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Villegas Middle School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	VMS	AUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		6
% of Schools Currently Identified for PI		N/A

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 email, flyers, progress reports, the school marquee, the school website, Message Broadcast System (automated telephone message delivery system), Wednesday mail bag, Monday weekly information sheet, and monthly calendar. Contact any school office staff member at (951) 358-1695 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Fundraising Activities
Copy Cats
Student Activities

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council

School Activities

Back to School Night
Family Nights
Open House
Student Performances
Student Recognition Assemblies
Parent Training
Parent Institute for Quality Education (PIQE)

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. Villegas Middle School's original facilities were built in 2002 and 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:

- Artificial turf was added to amphitheater area
- New phone system installed
- Electronic locks were installed

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and four evening custodians are assigned to Villegas Middle School.

Restrooms are checked between passing periods for cleanliness and subsequently cleaned as needed. The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2002
Acreage	20
Square Footage	15762
	Quantity
Permanent Classrooms	35
Portable Classrooms	0
Restrooms (sets)	3

Deferred Maintenance

Villegas Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Villegas Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Villegas Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Villegas 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, August 04, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, August 04, 2010			
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)	Roce rm cove base missing; port 52 needs tiles, cove base
(C)	R26-29 womens restroom not cleaned; port 52 cleaning; exercise port cleaning; grounds spilled sub. by restrooms by work room 1 door in walkway never cleaned up.
(D)	Girls restroom in lockers four of six lights do not work; boys locker area lights do not work; MPR broken data box hanging on wall by restroom door.
(E)	Girls restroom in lockers all sinks faucets plugged; MPR womens restroom one sink missing knob; R26-29 restrooms toilet seat loose; R26-29 boys restroom seat loose, missing faucet knob, hand dryer not working; R26-29 womens restroom loose seats; R30-45 boys restroom toilet has no water, toilet paper dispenser and soap dispenser, urinals also no water; R30-45 girls restroom sinks no water; R46-51 boys and girls restroom no toilet paper dispenser in handicap stall; C15 & C22 drinking fountains not working; R13-23 mens restroom seat coming off, no soap dispenser; R13-23 womens restroom no soap dispenser; boys restroom by work room stall door gone; R13-23 womens restroom broken soap dispenser; boys restroom by work room 2 missing soap dispenser, one sink not working; port boys restroom no water, need cleaning out.
(F)	Girls locker room area missing fire extinguisher; boys locker room area no fire extinguisher; kitchen area get rid of boxes with used bulbs; R46-51 cust. room storing boxes on hot water heater; Rm 47 eye wash out; Rm 50 no fire extinguisher; R13-23 work area out dated fire extinguisher; C17 broken pencil sharpener needs to be removed; port 52 fire extinguisher.

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

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, administrators and teachers on duty patrol the campus, entrance areas, and designated common areas. Administrators and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Villegas 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 Villegas 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 August 2010.

Classroom Environment

Discipline & Climate for Learning

Villegas 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			
	VMS		
	07-08	08-09	09-10
Suspensions (#)	164	223	114
Suspensions (%)	11.73 %	16.43 %	8.33 %
Expulsions (#)	5	6	15
Expulsions (%)	0.36 %	0.44 %	1.10 %
AUSD Middle Schools			
Suspensions (#)	1138	736	632
Suspensions (%)	24.20 %	15.89 %	13.69 %
Expulsions (#)	95	37	57
Expulsions (%)	2.02 %	0.80 %	1.23 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Villegas Middle School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Villegas Middle School held three staff development days devoted to:

- Direct Interactive Instruction
- Orientation

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. Villegas Middle School supports ongoing professional growth throughout the year on early release days. Teachers met 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 2009-10 school year, Villegas Middle School's teachers attended the following events hosted by the Alford Unified School District:

- Data Analysis
- SB472
- EADMS

Villegas 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		
2007-08	2008-09	2009-10
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Villegas 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 16, 2010, the Alvord 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. 9 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 2010-11 school year, Alvord Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Development		
2002	Hampton Brown, <i>High Point</i>	0 %
History-Social Science		
2006	Teachers' Curriculum Institute, <i>The Ancient World</i>	0 %
2006	Teachers' Curriculum Institute, <i>The Medieval World</i>	0 %
2006	Teachers' Curriculum Institute, <i>The US - Industrialism</i>	0 %
Language Arts		
2002	McDougal Littell, <i>The Language of Literature</i>	0 %
Math		
2008	McDougal Littell, <i>Geometry</i>	0 %
2008	McDougal Littell, <i>McDougal Littell CA Math Course 1, Course 2, Algebra I (Ron Larson and others)</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Villegas 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 Villegas 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	3	3.0
Health Clerk	1	0.6
Librarian	1	1.0
Library Clerk	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

* as needed
Counselor-to-Student Ratio: 1:456
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Villegas Middle School had 43 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an

appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Villegas Middle School	98.2 %	1.8 %
District Totals		
All Schools	98.0 %	2.0 %
High-Poverty	96.6 %	3.4 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	VMS			AUSD
	07-08	08-09	09-10	09-10
Total Teachers	57	55	48	876
Teachers with full credentials	56	54	43	859
Teachers without full credentials	1	1	5	17
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	VMS	AUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	7

Teacher Education Levels 2009-10		
	VMS	AUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	52.5 %	54.5 %
Master's degree	22.0 %	15.4 %
Bachelor's degree plus 30 or more semester hours	16.9 %	20.8 %
Bachelor's degree	8.5 %	8.4 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	AUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,113	\$41,155
Mid-Range Teacher Salary	\$71,603	\$65,379
Highest Teacher Salary	\$96,040	\$85,049
Superintendent Salary	\$166,123	\$194,802
Average Principal Salaries:		
Middle School	\$112,199	\$111,487
Percentage of General Fund Expenditures for:		
Teacher Salaries	46.8%	39.9%
Administrative Salaries	4.7%	5.1%

Expenditures Per Student

For the 2008-09 school year, Alford Unified School District spent an average of \$8,411 of total general funds to educate each student (based on 2008-09 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/ and 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, Alford Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Quality Education Investment Act

- Special Education
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	VMS	AUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1357	18908	N/A	N/A	N/A
Total**	\$7,573	\$8,086	93.66	N/A	N/A
Restr.†	\$1,221	\$2,053	59.50	N/A	N/A
Unrestr.††	\$6,352	\$6,033	105.28	\$5,681	111.80
Avg. Teacher Salary	\$72,965	\$72,857	100.15	\$57,352	127.22

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Villegas 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 API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Villegas Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Villegas Middle School is Home Gardens Library, a branch of Riverside County Library System.

Address: 3785 Neece Street, Corona

Phone Number: (951) 279-2148

WebSite: <http://rivlib.com>

Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alford 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 and school facilities sections were acquired in October 2010.