



Painted Hills Middle School

9250 Sonora Dr • Desert Hot Springs, CA 92240 • 760-251-1551 • Grades 6-8

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www.paintedhillsmiddleschool.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
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District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

Painted Hills Middle School (PHMS) is a newer school located in the City of Desert Hot Springs, California. It is one of five middle schools in the Palm Springs Unified School District. It serves sixth, seventh, and eighth grade students from Desert Hot Springs, Whitewater, Painted Hills, North Palm Springs, and Sky Bourne. Currently Painted Hills is in Program Improvement Year 1 and has an API of 686. Painted Hills Middle School is in its 5th year of operation and served approximately 840 students during the 2014-15 school year. The ethnic composition of the school is 12% African American, 67% Hispanic, 16% White, and 5% Other (Chinese, Other Pacific Islander, Native American, Cambodian, Filipino, Korean, Hawaiian). Approximately 43% of the students enrolled at the school are classified as English Language Learners (ELL) and 9% of students are identified as having a disability (SWD). Approximately 94% percent of the students are receiving a free or discounted lunch and 100% of our students receive free breakfast in our innovative Breakfast-In-The-Classroom program as well as supper - a transition meal program for students after school. We have 37 fully credentialed certificated staff members to instruct the students at Painted Hills Middle School. Our Special Education and English Language Learner (ELL) teachers are supported by classroom aides and serve students in an inclusion model. The school has two assistant principals, two counselors, one full time math coach, one part-time psychologist, one nurse (1 day per week), and one speech therapist (1 day per week). All core subjects, Math, Language Arts, Social Studies, and Science courses are offered and aligned to the California Content Standards. Mastery and benchmark assessments are administered in all of the four core subjects. Reading Plus, and English 3D are the Intensive Intervention curriculum at PHMS. The following electives are offered at PHMS: AVID Skills, AVID, digital media arts, dance, symphonic band, choir, project based learning (PBL), robotics and engineering, debate, Character Education, Office T.A., and Library T.A.. Painted Hills Middle School is working hard to increase daily attendance. Students are recognized every month for outstanding attendance with merit points. The school works closely with a team of community aides from the central office to identify students with attendance concerns and address their needs. In addition, a monthly School Attendance Review Board (SARB) meeting is conducted at the school to offer a convenient meeting place for families and students to meet with district office staff to address attendance issues. PHMS rigorously enforces a zero tolerance policy on fighting, weapons, drugs, bullying, and gang associated activities. Opportunities for parent involvement include: Synergy ParentVue, Monthly Parent Forum Meetings, School Site Council, English Learner Advisory Committee, Parent Institutes, and Principal Advisory meetings.

School Mission:

Painted Hills Middle School will prepare our students for high school by equipping them with the social and academic skills needed to succeed. Our school evaluates the effectiveness of our SPSA every spring and our School Site Council (SSC) and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. PHMS and PSUSD worked cooperatively in creating pacing guides, benchmarks, as well as developing regulations and procedures in line with the Education Code and California Department of Education guidelines.

About the SARC

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 at 760-251-1551 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	295
Grade 7	285
Grade 8	265
Total Enrollment	845

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.1
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	0.4
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.2
White	15
Two or More Races	0.8
Socioeconomically Disadvantaged	94.3
English Learners	26.7
Students with Disabilities	5.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Painted Hills Middle School	13-14	14-15	15-16
With Full Credential	31	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	4
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Painted Hills Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* 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 (School Year 2015-16)

Every student at Painted Hills Middle School has access to textbooks that are State Board of Education adopted and aligned to the California State Standards. Holt is the publisher of the Language Arts curriculum used by the district. The HOLT curriculum has online support for teachers, students and parents that provides video tutorials, guided practice questions and other interactive media to support concept mastery. The HOLT curriculum can be accessed online at my.hrw.com. Carnegie is the publisher of the Mathematics curriculum used in all three grade levels. The Carnegie framework provides online learning and practice via its Mathia online portal. Intensive ELA programs are facilitated using the Reading Plus, Lexia, Keystone and English 3D curricula. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: 08/18/15	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature Adopted in 2010/2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Carnegie Mathematics Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CPO Science/School Specialist Adopted in 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell Adopted in 2006/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Painted Hills opened in August of 2011 in Desert Hot Springs. The two story building has 4 wings which allow for grade level segregation and a central hub with administration offices, the library and an impressive Panther Pawway main entrance. It is located on 19 acres of land, has 103,00 square feet and 47 classrooms. All classrooms are equipped with overhead LCD projectors, screens and teacher voice amplification systems. There are instructional break out rooms attached to almost every classroom for targeted small group pull out. Our computer lab has 40 state of the art Apple Mac computers and offers students unequaled opportunities to learn about digital media. The library offers students respite from the elements in a space with the latest advances in made-for-school furnishings. Our gymnasium seats over 700 people in pull out built-in bleachers that look onto a proper stage ready for plays and presentations. The kitchen was built and equipped with all the latest upgrades available for school cafeterias. We barbeque hamburgers and hotdogs monthly and participate in the innovative Breakfast-in-the-Classroom program Monday through Friday. PHMS has one full-time day custodian, one swing shift custodian (10am-6pm) and two night custodians who begin at 2:00 p.m. daily. The campus has a main entrance and another entrance to the west where the additional parking lot is located and the buses unload. Campus doors are unlocked at 7:15 and then locked again at 3:30p.m. PHMS has 3 administrators (principal and two assistant principals), an academic coach, two counselors and 3 security personnel who perform morning and after school supervision in addition to overseeing lunch. Teachers are assigned supervision posts on a rotating basis in the a.m. and p.m. All visitors enter through the main door where they sign in and obtain a pass.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Work Order on file in M&O Office
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/11/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Work Orders on file in M&O Office
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Work Order on file in M&O Office
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.60	31.90	28.10

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	22	32	44
Math	13	20	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	46
Male	47
Female	42
Black or African American	22
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	47
White	61
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	18
Students with Disabilities	45
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	41	40	46	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	289	284	98.3	50	29	17	4
	7	283	268	94.7	54	25	18	2
	8	266	255	95.9	43	29	23	4
Male	6		161	55.7	53	29	13	4
	7		122	43.1	63	19	17	1
	8		146	54.9	47	29	18	4
Female	6		123	42.6	46	28	22	3
	7		146	51.6	47	31	18	3
	8		109	41.0	38	29	28	5
Black or African American	6		33	11.4	70	12	18	0
	7		26	9.2	58	12	31	0
	8		32	12.0	72	9	16	3
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		1	0.3	--	--	--	--
	7		3	1.1	--	--	--	--
	8		3	1.1	--	--	--	--
Filipino	6		2	0.7	--	--	--	--
	8		1	0.4	--	--	--	--
Hispanic or Latino	6		202	69.9	50	31	15	4
	7		188	66.4	57	29	13	1
	8		180	67.7	41	30	26	3
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
White	6		41	14.2	34	37	24	2
	7		44	15.5	45	18	30	7
	8		36	13.5	31	42	17	8
Two or More Races	6		2	0.7	--	--	--	--
	7		4	1.4	--	--	--	--
	8		2	0.8	--	--	--	--
Socioeconomically Disadvantaged	6		266	92.0	52	29	16	3
	7		254	89.8	56	25	17	2
	8		236	88.7	44	29	22	3
English Learners	6		93	32.2	73	24	3	0
	7		64	22.6	72	25	3	0
	8		53	19.9	74	23	2	0

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6		24	8.3	92	4	4	0
	7		17	6.0	94	6	0	0
	8		14	5.3	93	7	0	0
Students Receiving Migrant Education Services	6		3	1.0	--	--	--	--
	8		1	0.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. 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.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	289	285	98.6	60	27	10	3
	7	283	270	95.4	64	25	7	2
	8	266	257	96.6	61	22	11	5
Male	6		162	56.1	57	29	8	4
	7		124	43.8	69	23	6	2
	8		148	55.6	64	21	9	5
Female	6		123	42.6	63	24	12	2
	7		146	51.6	61	26	8	2
	8		109	41.0	58	24	12	6
Black or African American	6		33	11.4	76	18	6	0
	7		26	9.2	69	12	15	4
	8		32	12.0	78	9	6	6
American Indian or Alaska Native	6		1	0.3	--	--	--	--
	7		2	0.7	--	--	--	--
	8		1	0.4	--	--	--	--
Asian	6		1	0.3	--	--	--	--
	7		3	1.1	--	--	--	--
	8		3	1.1	--	--	--	--
Filipino	6		2	0.7	--	--	--	--
	8		1	0.4	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	6		203	70.2	61	24	10	3
	7		190	67.1	67	25	4	2
	8		182	68.4	63	22	9	5
Native Hawaiian or Pacific Islander	6		1	0.3	--	--	--	--
White	6		41	14.2	39	46	12	2
	7		44	15.5	52	30	16	2
	8		36	13.5	39	33	22	3
Two or More Races	6		2	0.7	--	--	--	--
	7		4	1.4	--	--	--	--
	8		2	0.8	--	--	--	--
Socioeconomically Disadvantaged	6		267	92.4	61	25	10	3
	7		256	90.5	66	24	6	2
	8		236	88.7	64	21	11	5
English Learners	6		94	32.5	85	12	2	0
	7		67	23.7	78	18	1	1
	8		55	20.7	93	7	0	0
Students with Disabilities	6		25	8.7	88	8	0	0
	7		17	6.0	88	6	0	0
	8		14	5.3	93	7	0	0
Students Receiving Migrant Education Services	6		3	1.0	--	--	--	--
	8		1	0.4	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents are always welcome and encouraged to participate in the education of their children at Painted Hills Middle School. A comprehensive parent center is available to all parents during and after regular school hours providing internet access, literature, and staff support. A bi-lingual classified staff member is assigned to work in the parent center after school to provide support to parents that need it. In addition to volunteering in classrooms, parents may also choose to serve on a variety of committees that provide input and/or decision making assistance to the expenditures of categorical funds. The English Learner Advisory Committee meets on the 3rd Tuesday of every month from 5:30pm-6:30pm. A PHMS Compact has been developed and approved by staff and parents for use. The signed compacts are on file in the administrative offices at PHMS. Each month a cadre of parents meet with the principal in an advisory capacity to share ideas and/or concerns and develop strategy for improving parent involvement at the school. The parent of every student at Painted Hills Middle School was provided with the necessary information to access Parent Connect. This allows parents to monitor their child's progress, verify attendance, and contact teachers. The staff and administration communicate with parents and the community via phone calls, letters, parent conferences, group and individual meetings and School Messenger. PHMS makes information available to parents in Spanish on the website (www.paintedhillsmiddleschool.org) and at the school and provides translators for meetings when requested. Our facility is ADA compliant in all aspects.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The staff, students and parents at Painted Hills Middle School collaborate in order to provide a safe, clean physical environment as well as a nurturing academic environment that focuses on rigor and relevance. Systems, policies and personnel are in place to support opportunities for students to develop socially, emotionally and academically. Our first component related to student safety is providing interventions. One action is the full implementation of the Prevention/Early Intervention groups run by Riverside County Mental Health- including Aggression Replacement Training (ART) and Cognitive Behavioral Intervention for Trauma in School (CBITS), and the Good Choices Parenting Group. All of these components have contributed to the decreased need for interventions, counseling, and behavior contracts (although all of these services are offered for those students that still need it). Another action addresses the issue of improved classroom management and timely implementation of an organized response to bullying as well as using the www.sprigeo.com website. We have monthly assemblies and discussions school-wide that provide character education around the issue of bullying and what we all can do to stop it. A final action of the plan is to work with the School Resource Officer and local law enforcement to distribute information about educational code and school law and utilize the citation process as a deterrent to violence and truancy. We do this through school assemblies and parent and community meetings. The second component is to make sure that we have adequate emergency plans for the safety of the staff and students at PHMS. We will have written plans and maps and frequent opportunities to practice evacuations. We also conduct a table-top emergency drill with law enforcement and emergency aid personnel to review and update our procedures as necessary. Additionally, we work with the district security personnel to complete a K-12 Security and Vulnerability Assessment- this will help us to identify any areas of campus security that need improvement.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	15.19	15.47	18.10
Expulsions Rate	1.46	0.85	0.86
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	28	26	8	5	5	5	4	8	7	11	8
Math	30	32	29	3	1	4	7	6	5	7	10	10
Science	31	36	32	4		2	4	3	5	9	12	10
SS	31	36	32	4		1	4	2	7	9	13	9

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	0.00
Nurse	0.4
Speech/Language/Hearing Specialist	0.1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	405

* 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.

Professional Development provided for Teachers

Prior to the start of the 2014-15 school year, 10 teachers participated in AVID training for three days in San Diego. PHMS teachers engage in common prep data analysis meetings that occur twice each week by content area. Each month the staff meets on Wednesday afternoons for department meetings, staff meetings and professional development as needed. Staff development also occurs on the 3 minimum days that are determined by the district and at Wednesday meetings as deemed necessary based on classroom observations and teacher requests. All teachers participated in Grade Level Articulation Days and math teachers spent many days with the RCOE Math Specialist to get ready for Common Core. Additionally, the school has a Math Coach that regularly meets with teachers, conducts demo lessons, and coaches teachers.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Painted Hills Middle School has a full time district funded mathematics academic coach who supports teachers by coaching them through lessons, monitoring lesson plans, and providing feedback on how to increase rigor in their daily instruction. Additionally, a plethora of technology has been purchased using LCFF and Title 1 funds to provide online access to the internet and Google classroom. These devices include chrome book carts and iPads. The ELD sections at PHMS got technological assistance through the purchase of handheld devices to assist them in their acquisition and mastery of the English language.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,063	\$2,515	\$6,548	\$60,989
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-6.4	-17.5
Percent Difference: School Site/ State			22.4	-16.4

* Cells with ♦ do not require data.