

San Luis Coastal Unified School District

# Los Osos Middle School

Grade 6 through Grade 8

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## 2014-2015 School Accountability Report Card

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### San Luis Coastal Unified School District Mission Statement

*The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.*

### DISTRICT OFFICE

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In the spring of 2011, SLCUSD adopted its ten Initiatives for Student Success. In 2013-14, the State of California implemented the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). We used them to help focus our Initiatives to support the state's goals. In the current year, our focus areas will be:

- FOCUS AREA 1:** Develop a world-class mathematics program
- FOCUS AREA 2:** Strengthen district-wide English-language Arts/Literacy program
- FOCUS AREA 3:** Develop a world-class STEAM program
- FOCUS AREA 4:** Create an intentional culture of care and intervention
- FOCUS AREA 5:** Technology and Innovation
- FOCUS AREA 6:** Establish a data-rich culture

## I. Data and Access

*Ed-Data* is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

*DataQuest* is an online data tool located at <http://dg.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., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

*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 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.

## II. About Los Osos Middle School

### School Description and Mission Statement

Los Osos Middle School is a dynamic, innovative, educational community designed to meet the unique needs of adolescents. It is our belief that every middle school child has the capacity to be compassionate and giving; to be perceptive, creative and informed; to be industrious, ethical and a risk-taker; to be poised; to persevere and to celebrate each day with optimism.

Los Osos Middle School has earned a reputation of providing learning environments that are safe, inclusive, and supportive of learning. Our teaming model at the sixth grade level allows us to assist and support our students during this transition to middle school. Students have one teacher for English/language arts and social science and one for math and science. Students also have the opportunity to experience a technology rich STEAM elective and have the option to participate in a beginning band or choir class. In seventh and eighth grade, students are on a traditional 6 period day. The electives range from Science & Technology, Engineering, Art, Mathematics as well as various levels of Choir and Orchestra. Students have the opportunity to participate in College and Career Readiness, Leadership as well as support classes.

At Los Osos Middle School, we are proud of our students' achievements. We believe that these successes are a direct reflection and compliment to the talents and support of our students, parents, and community, as well as the professional competency and dedication of our teachers and staff members. We are committed to providing a strong, standards-based curriculum and innovative instructional strategies to all our students. Additionally, a continuous review of student outcomes ensures that all students receive rigorous instruction that actively engages them in their learning. In an effort to develop 21<sup>st</sup> century skills, instruction is supported with a 1:1 device program for all grade levels. Outside of the classroom, co-curricular activities include sport and academic teams, as well as clubs.

Los Osos Middle School expected school wide learning results strive for students to be critical thinkers, responsible global citizens, effective communicators and technology users and creators.

Our facilities boast a beautiful library for student use, a multipurpose room, gymnasium and fitness center, all of which are set in a picturesque and historic corner of Los Osos, neatly tucked amongst the protected lands of a Chumash Indian archeological site and a nature preserve. Because of our facilities and central location, our campus is a hub of extracurricular activities for the Los Osos/Morro Bay communities.

Our staff, together with our School Site Council, has set goals to be met in each classroom and throughout the campus. Our Teacher Collaboration – Late Start Mondays, provide the institutional structure to support staff development, staff meetings, team meetings, and department meetings. We are committed as a staff to analyze the individual needs of our students through a Response to Intervention (Rtl) process, and provide instruction and remediation when necessary to guide each student to success.

### Opportunities for Parental Involvement

The parents and community play a crucial part of the programs and success of Los Osos Middle School. The parents provide support through numerous activities such as: volunteering in classrooms, chaperoning dances, participating in field trips, and helping supervise other activities. The formal avenues for parents to demonstrate their support is through our PTSA and School Site Council where their feedback and creative ideas help shape the instructional programs.

### Enrollment by Grade Level (2014-2015)

Grade Level	Number of Students
Grade 6	205
Grade 7	183
Grade 8	195
<b>Total Enrollment</b>	<b>583</b>

### Enrollment by Group (2014-2015)

Group	Percent of Enrollment
African American	1.2%
American Indian or Alaska Native	0.9%
Asian	2.7%
Hispanic or Latino	22.3%
Filipino	4.6%
Pacific Islander	0.2%
White (not Hispanic)	64.8%
Two or More	2.9%
Socioeconomically Disadvantaged	44.4%
English Learners	9.6%
Students with Disabilities	13.2%

### Average Class Size and Class Size Distribution (Secondary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Class	Avg. Class Size	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	7	6	4	21	8	7	5	21	9	7	3
Mathematics	23	7	9	1	21	9	10	1	18	10	10	1
Science	27	2	11	1	29	1	9	4	25	2	13	
Social Science	22	6	9	2	27	3	3	9	18	10	9	2

### III. School Climate

#### School Safety Plan

Our comprehensive safety plan addresses the following areas: assessment of school crime, procedures for school safety, child abuse reporting procedures, routine and emergency disaster plans, discipline policies and suspension/expulsion offenses consistent with Education Code, sexual harassment policy, dress code, bus safety rules, safe school survey results, crisis response procedures, and collaborative relationships with local law enforcement and social agencies. The plan was last updated in September 2015 and shared with staff and our School Site Council in October 2015. Our staff receives yearly safety procedure in-services and participates in campus tours to identify location of emergency equipment and to review emergency response protocols.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	2012-13	School 2013-14	2014-15	2012-13	District 2013-14	2014-15
Suspensions	7.13%	5.12%	5.21%	4.17%	4.37%	4.05%
Expulsions	0%	0%	0.16%	0.25%	0.01%	0.14%

### IV. School Facilities

#### Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

Following is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Age of School Buildings

Los Osos Middle School has 40 classrooms, a multipurpose room, kitchen, gymnasium, locker rooms, a fitness center, library and an office. The main campus

was built in 1977; additions were constructed in 1978 and 1999.

#### Maintenance and Repair

The district maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. District facilities are in very good shape.

#### Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The

principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding to assist school districts with expenditures for major repair or

replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			Action taken or planned is tracked with School Dude
<b>Interior:</b> Interior Surfaces	✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			
<b>Electrical:</b> Electrical	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			
<b>Structural:</b> Structural Damage, Roofs	✓			
<b>External:</b> Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
<b>Overall Rating</b>	✓			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2012-13	School 2013-14	2014-15	District 2015-16
<b>With Full Credential</b>	21	29	35	424
<b>Without Full Credential</b>	0	0	0	5
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) for the three-year period 2013-14 through 2015-16.

Indicator	2013-14	2014-15	2015-16
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (2014-2015)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	95.79%	4.21%
<b>All Schools in District</b>	99.35%	0.65%
<b>High-Poverty Schools in District</b>	98.93%	1.07%
<b>Low-Poverty Schools in District</b>	99.75%	0.25%

## VI. Support Staff

### Academic Counselors and Other Support Staff (2014-2015)

The following table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.2	487
Library Media Teacher (Librarian)	0.07	
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.41	
Nurse	0.28	
Speech/Language/Hearing Specialist	0.75	

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2015-2016)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

### K-8 Core Curriculum Areas

The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2003	K-5	Houghton Mifflin	<i>Reading California</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2<sup>nd</sup> Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2<sup>nd</sup> Edition</i>
	2009	6 (PA)	Harcourt	<i>California HSP Math</i>
	2009	6	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 1</i>
	2009	7-8	Holt, Rinehart & Winston	<i>Holt California Mathematics, Course 2: Pre-Algebra, Algebra 1</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Earth Science</i>
	2008	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2008	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

## 9-12 Core Curriculum Areas

The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	<i>Language of Literature</i>
Mathematics	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2009	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>
	2001	9-12	Addison Wesley Longman, Inc.	<i>Elementary Statistics</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic</i>
History/Social Science	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20<sup>th</sup> Century</i>
	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9	Pearson/Addison Wesley	<i>Conceptual Integrated Science</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2<sup>nd</sup> Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4<sup>th</sup> Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

## Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	<i>Lifetime Health</i>

## Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4<sup>th</sup> Edition</i>
	2005	9-12	Bolchazy	<i>Supplemental Books for Latin</i>

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-2014)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$10,414	\$2,246	\$8,168	\$68,811
District			\$10,445	\$71,525
Percent Difference - School Site and District			-21.80%	-3.79%
State			\$8,867	\$71,396
Percent Difference - School Site and State			-7.88%	-3.62%

### Types of Services Funded (2014-2015)

Funded services include instructional, transportation, operation, and administrative. Some of the programs funded by state and feral resources that enable the district to provide services to support student achievement and well-being are:

- Arts and Music
- CAHSEE Instruction
- Career Technical Education
- Class Size Reduction
- English Language Instruction
- Enhancing Education Through Technology
- Limited English Proficiency, Title III
- School and Library Improvement Grant
- School Safety and Violence Prevention
- Special Education
- Supplemental School Counseling
- Vocational Education

### Teacher and Administrative Salaries (Fiscal Year 2013-2014)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$43,414	\$42,315
Mid-Range Teacher Salary	\$64,846	\$66,451
Highest Teacher Salary	\$91,225	\$95,603
Average Principal Salary (Elementary)	\$120,985	\$105,079
Average Principal Salary (Middle)	\$123,376	\$111,005
Average Principal Salary (High)	\$131,460	\$121,310
Superintendent Salary	\$191,230	\$189,899
% of Budget for Teacher Salaries	36%	39%
% of Budget for Admin Salaries	6%	6%

### IX. Student Performance

*Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.*

#### California Assessment of Student Performance and Progress Results for All Students (School Year 14-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)	53%	59%	44%
Mathematics (grades 3-8 and 11)	39%	50%	33%

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 Assessment Results – English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)

##### ELA – Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	212	210	99.1%	20%	27%	36%	18%
Male		118	55.7%	25%	27%	33%	14%
Female		92	43.4%	12%	26%	40%	22%
Hispanic or Latino		51	24.1%	33%	37%	18%	12%
White		135	63.7%	13%	24%	46%	18%
Socioeconomically Disadvantaged		92	43.4%	34%	30%	24%	12%
English Learners		19	9%	68%	32%	0%	0%
Students with Disabilities		24	11.3%	58%	33%	8%	0%

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \*Level 1 – Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**ELA – Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	182	174	95.6%	30%	23%	36%	11%
Male		109	59.9%	39%	24%	29%	8%
Female		65	35.7%	15%	22%	48%	15%
Hispanic or Latino		41	22.5%	54%	24%	22%	0%
White		107	58.8%	21%	23%	40%	16%
Socioeconomically Disadvantaged		83	45.6%	47%	23%	25%	5%
English Learners		19	10.4%	100%	0%	0%	0%
Students with Disabilities		32	17.6%	78%	16%	6%	0%

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \*Level 1 – Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**ELA – Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	207	198	95.7%	14%	29%	46%	10%
Male		98	47.3%	27%	37%	32%	5%
Female		100	48.3%	2%	22%	61%	15%
Hispanic or Latino		41	19.8%	32%	41%	27%	0%
White		135	65.2%	8%	27%	52%	13%
Socioeconomically Disadvantaged		84	40.6%	25%	38%	35%	2%
English Learners		11	5.3%	73%	27%	0%	0%
Students with Disabilities		18	8.7%	39%	50%	6%	6%

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \*Level 1 – Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 6**



Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	212	210	99.1%	26%	34%	22%	17%
Male		118	55.7%	29%	34%	20%	17%
Female		92	43.4%	23%	35%	25%	17%
Hispanic or Latino		51	24.1%	53%	27%	14%	6%
White		135	63.7%	14%	39%	26%	21%
Socioeconomically Disadvantaged		24	11.3%	83%	13%	0%	4%
English Learners		19	9%	68%	32%	0%	0%
Students with Disabilities		24	11.3%	83%	13%	0%	4%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	182	174	95.6%	39%	26%	16%	20%
Male		109	59.9%	46%	22%	16%	17%
Female		65	35.7%	26%	34%	15%	25%
Hispanic or Latino		41	22.5%	63%	29%	7%	0%
White		107	58.8%	29%	28%	19%	24%
Socioeconomically Disadvantaged		32	17.6%	88%	6%	3%	3%
English Learners		19	10.4%	84%	16%	0%	0%
Students with Disabilities		32	17.6%	88%	6%	3%	3%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	207	198	95.7%	24%	33%	22%	20%
Male		109	59.9%	39%	28%	16%	16%
Female		100	48.3%	10%	39%	27%	24%
Hispanic or Latino		41	19.8%	51%	32%	10%	7%
White		135	65.2%	17%	34%	24%	24%
Socioeconomically Disadvantaged		18	8.7%	56%	22%	11%	6%
English Learners		11	5.3%	73%	27%	0%	0%
Students with Disabilities		18	8.7%	56%	22%	11%	6%

**CST Results for All Students – Science Three-Year Comparison**

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science	84%	80%	84%	74%	75%	74%	59%	60%	56%

**CST Results by Student Group in Science – Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Student Group	Science
All Students in the District	74%
All Students at the School	84%
Hispanic or Latino	56%
White (Not Hispanic)	90%
Male	78%
Female	88%
Socioeconomically Disadvantaged	71%
English Learners	*
Students with Disabilities	41%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (2014-15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.1%	22.6%	45.8%

## X. Accountability

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics;
- API as an additional indicator; and
- Graduation rate for secondary schools.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (2014-2015)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall		
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
Met Attendance Rate		

No data for  
2014-2015

### Federal Intervention Program (2015-2016)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	No	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		37.5%

## XI. Instructional Planning and Scheduling

### Professional Development

The district funds an extensive professional development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, Career Technical Education support for high quality classroom instruction with a new exploration of the Next Generation Science Standards. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development. Professional development days are scheduled annually to provide needed training.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, Instructional Coaches, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.



*The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.*