

San Luis Coastal Unified School District

# Los Osos Middle School

Grade 6 through Grade 8

André Illig - Principal

E-mail: [aillig@slcusd.org](mailto:aillig@slcusd.org)



1555 El Moro Road

Los Osos, CA 93402

Phone: (805) 534-2835

Fax: (805) 528-5133

CDS Code: 40-68809-6097349

Web Site: [loms.slcusd.org](http://loms.slcusd.org)

## 2015-2016 School Accountability Report Card

*Published During 2016-2017*

### BOARD OF EDUCATION DEC 2016-NOV 2017

Kathryn Eisendrath-Rogers  
President

Chris Ungar  
Clerk

Members:

Mark Buchman  
Walter Millar  
Jim Quesenberry  
Marilyn Rodger  
Ellen Sheffer

### 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

1500 Lizzie Street  
San Luis Obispo, CA 93401

Phone: (805) 549-1200

Fax: (805) 549-9074

E-mail: [district@slcusd.org](mailto:district@slcusd.org)

Web Site: [www.slcusd.org](http://www.slcusd.org)

Eric Prater, Ed. D.  
Superintendent

Ryan Pinkerton  
Assistant Superintendent  
Business Services

Kimberly McGrath  
Assistant Superintendent  
Personnel, Innovation and  
Educational Services



The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiative for Student Success. We support the State's goals by drawing six focus areas from these initiatives:

**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 (2015-2016)

Grade Level	Number of Students
Grade 6	206
Grade 7	227
Grade 8	177
<b>Total Enrollment</b>	<b>610</b>

### Enrollment by Group (2015-2016)

Group	Percent of Enrollment
African American	1%
American Indian or Alaska Native	0.8%
Asian	2.5%
Hispanic or Latino	24.6%
Filipino	4.4%
Pacific Islander	0.2%
White (not Hispanic)	62.8%
Two or More	3.8%
Socioeconomically Disadvantaged	46.1%
English Learners	8%
Students with Disabilities	13.1%

### 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	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16		
		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	21	8	7	5	21	9	7	3	20	20	6	5
Mathematics	21	9	10	1	18	10	10	1	18	16	16	1
Science	29	1	9	4	25	2	13		24	5	21	
Social Science	27	3	3	9	18	10	9	2	21	16	8	5

### 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 2016 and shared with staff and our School Site Council in October 2016. 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	School			District		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.12%	5.21%	3.94%	4.37%	4.05%	2.62%
Expulsions	0%	0.16%	0.16%	0.01%	0.14%	0.10%

### IV. School Facilities

#### Facility Conditions and Planned Improvements

The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at <http://www.slcusd.org/fmp/index.html>. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students

are provided a clean, safe, 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 utilized to ensure efficient service, and ensures that emergency repairs are given the highest

priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

### 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

### 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.

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools 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 is available at the Buildings, Grounds and Transportation office.

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	2013-14	School 2014-15	2015-16	District 2016-17
<b>With Full Credential</b>	29	35	32	390
<b>Without Full Credential</b>	0	0	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	4	24

### 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	2014-15	2015-16	2016-17
<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 (2015-2016)

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
This School	97.08%	2.92%
All Schools in District	98.8%	1.2%
High-Poverty Schools in District	98.45%	1.55%
Low-Poverty Schools in District	98.96%	1.04%

## VI. Support Staff

### Academic Counselors and Other Support Staff (2015-2016)

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	508
Library Media Teacher (Librarian)	.7	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.43	
Nurse	.2	
Speech/Language/Hearing Specialist	.75	

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2016-2017)

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	2016	K-5	Heinemann	<i>Units of Study for Teaching Reading</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>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 &amp; Course 3</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	2016	K-5	Delta Education	<i>FOSS Next Generation</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
<b>English</b>	2003	9-12	McDougal Littell	<i>Language of Literature</i>
<b>Mathematics</b>	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	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>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
<b>History/Social Science</b>	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>
<b>Science</b>	2008	9	Pearson/Addison Wesley	<i>Conceptual Integrated Science</i>
	2008	10	Scott Foresman	<i>Biology: The Web of Life, 2<sup>nd</sup> Edition</i>
	2008	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
<b>Health</b>	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
<b>Spanish</b>	2005	9-12	Prentice Hall	<i>Realidades</i>
<b>French</b>	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
<b>Latin</b>	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 2014-2015)

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	\$10,764	\$2,307	\$8,457	\$68,762
District			\$11,254	\$73,247
Percent Difference - School Site and District			-24.85%	-6.12%
State			\$5,677	\$71,517
Percent Difference - School Site and State			48.97%	-3.85%

### Types of Services Funded (2015-2016)

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	School and Library Improvement Grant
Career Technical Education	School Safety and Violence Prevention
English Language Instruction	Special Education
Enhancing Education Through Technology	Supplemental School Counseling
Limited English Proficiency, Title III	Vocational Education

### Teacher and Administrative Salaries (Fiscal Year 2014-2015)

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	\$45,151	\$43,821
Mid-Range Teacher Salary	\$67,440	\$69,131
Highest Teacher Salary	\$94,874	\$89,259
Average Principal Salary (Elementary)	\$121,550	\$108,566
Average Principal Salary (Middle)	\$121,125	\$115,375
Average Principal Salary (High)	\$143,847	\$125,650
Superintendent Salary	\$202,857	\$198,772
% of Budget for Teacher Salaries	35%	37%
% of Budget for Admin Salaries	5%	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 15-16)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	53%	70%	60%	66%	44%	48%
Mathematics (grades 3-8 and 11)	39%	55%	50%	59%	34%	36%

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 15-16)**  
**ELA – Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	210	206	98%	73%
Male	114	111	97%	75%
Female	96	95	99%	70%
Asian				
Hispanic or Latino	50	50	100%	54%
White	135	132	98%	83%
Two or More Races	11	10	91%	50%
Socioeconomically Disadvantaged	50	49	98%	59%
English Learners	22	22	100%	18%
Students with Disabilities	23	22	96%	10%

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)**  
**ELA – Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	229	98%	75%
Male	129	126	98%	65%
Female	105	103	98%	87%
Asian				
Hispanic or Latino	55	55	100%	57%
White	152	147	97%	82%
Two or More Races				
Socioeconomically Disadvantaged	47	46	98%	50%
English Learners	14	14	100%	21%
Students with Disabilities	25	25	100%	32%

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)**  
**ELA – Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	175	97%	61%
Male	114	108	95%	53%
Female	67	67	100%	73%
Asian				
Filipino	11	11	100%	55%
Hispanic or Latino	44	43	98%	33%
White	105	103	98%	72%
Two or More Races				
Socioeconomically Disadvantaged	46	45	98%	32%
English Learners	11	10	91%	
Students with Disabilities	36	33	92%	9%



**CAASPP Assessment Results – Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)  
Mathematics – Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	210	206	98%	58%
Male	114	111	97%	62%
Female	96	95	99%	53%
Asian				
Hispanic or Latino	50	50	100%	35%
White	135	132	98%	70%
Two or More Races	11	10	91%	40%
Socioeconomically Disadvantaged	50	49	98%	45%
English Learners	22	22	100%	9%
Students with Disabilities	23	22	96%	10%

**CAASPP Assessment Results – Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)  
Mathematics – Grade 7**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	228	97%	60%
Male	129	127	98%	59%
Female	105	101	96%	61%
Asian				
Hispanic or Latino	55	54	98%	33%
White	152	147	97%	68%
Two or More Races				
Socioeconomically Disadvantaged	47	47	100%	28%
English Learners	14	14	100%	14%
Students with Disabilities	25	25	100%	4%

**CAASPP Assessment Results – Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 15-16)  
Mathematics – Grade 8**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	175	97%	45%
Male	114	108	95%	37%
Female	67	67	100%	58%
Asian				
Filipino	11	11	100%	55%
Hispanic or Latino	44	44	100%	23%
White	105	103	98%	52%
Two or More Races				
Socioeconomically Disadvantaged	46	45	98%	16%
English Learners	11	11	100%	
Students with Disabilities	36	32	89%	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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science	80%	84%	74%	75%	74%	73%	60%	56%	54%

### 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	73%
All Students at the School	74%
Hispanic or Latino	45%
White (Not Hispanic)	83%
Male	69%
Female	82%
Socioeconomically Disadvantaged	47%
English Learners	18%
Students with Disabilities	47%

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 (2015-16)

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	15.4%	30.3%	39.9%

## X. Accountability

### 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
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		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 a 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.

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,*