

San Luis Coastal Unified School District

Los Osos Middle School

Grade 6 through Grade 8

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2019-2020 School Accountability Report Card

Published During 2020-2021

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| <p>BOARD OF EDUCATION DEC 2020-Nov 2021</p> <p>Chris Ungar President</p> <p>Kathryn Eisendrath-Rogers Clerk</p> <p>Members: Mark Buchman Eve Dobler-Drew Evelyn Frame Marilyn Rodger Ellen Sheffer</p> | <p>San Luis Coastal Unified School District Mission Statement</p> <p><i>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.</i></p> | <p>DISTRICT OFFICE</p> <p>1500 Lizzie Street San Luis Obispo, CA 93401 Phone: (805) 549-1200 Fax: (805) 549-9074 E-mail: district@slcusd.org Web Site: www.slcusd.org</p> <p>Eric Prater, Ed. D. Superintendent</p> <p>Ryan Pinkerton Assistant Superintendent Business Services</p> <p>Kim McGrath Assistant Superintendent Personnel, Innovation and Educational Services</p> |
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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 Initiatives for Student Success. We support the State's goals by drawing annual focus areas from these initiatives:

2019-2020:

FOCUS AREA 1: All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

FOCUS AREA 2: All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.

FOCUS AREA 3: SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

FOCUS AREA 4: SLCUSD will expand technology and promote innovation to prepare students for college or career.

FOCUS AREA 5: SLCUSD will strengthen data use to improve academic achievement.

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 21st 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 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, and ELAC where their feedback and creative ideas help shape the instructional programs.

Enrollment by Grade Level (2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 168 |
| Grade 7 | 178 |
| Grade 8 | 210 |
| Total Enrollment | 556 |

Enrollment by Group (2019-2020)

| Group | Percent of Enrollment |
|----------------------------------|-----------------------|
| African American | 0.4% |
| American Indian or Alaska Native | 0.4% |
| Asian | 1.6% |
| Hispanic or Latino | 27.7% |
| Filipino | 5% |
| Pacific Islander | % |
| White (not Hispanic) | 59.5% |
| Two or More | 5.4% |
| Socioeconomically Disadvantaged | 44.1% |
| English Learners | 7.6% |
| Students with Disabilities | 16.2% |

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 | 2017-2018 | | | 2018-19 | | | 2019-20 | | | | | |
|----------------|-----------------|---------------------------|----------------------------|--------------------------|-----------------|---------------------------|----------------------------|--------------------------|-----------------|---------------------------|----------------------------|--------------------------|
| | Avg. Class Size | Number of Classrooms 1-22 | Number of Classrooms 23-32 | Number of Classrooms 33+ | Avg. Class Size | Number of Classrooms 1-22 | Number of Classrooms 23-32 | Number of Classrooms 33+ | Avg. Class Size | Number of Classrooms 1-22 | Number of Classrooms 23-32 | Number of Classrooms 33+ |
| English | 20 | 12 | 10 | | 20 | 10 | 8 | 2 | 19 | 7 | 11 | 2 |
| Mathematics | 19 | 13 | 10 | 1 | 19 | 13 | 8 | 2 | 18 | 12 | 8 | 1 |
| Science | 23 | 7 | 13 | | 20 | 12 | 10 | | 22 | 5 | 11 | 2 |
| Social Science | 19 | 12 | 10 | | 19 | 11 | 6 | 4 | 18 | 8 | 11 | 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 2020 and shared with staff and our School Site Council in October 2020. 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 | | |
|-------------|-----------|---------|---------|-----------|---------|---------|
| | 2017-2018 | 2018-19 | 2019-20 | 2017-2018 | 2018-19 | 2019-20 |
| Suspensions | 1.3% | 2.7% | 0.02% | 2.4% | 2.7% | 0.024% |
| Expulsions | 0% | 0.3% | 0% | 0.2% | 0.1% | 0.0013% |

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.slcsd.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

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District

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.

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 |
|--|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | ✓ | | | |
| Interior: Interior Surfaces | ✓ | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | ✓ | | | |
| Electrical: Electrical | ✓ | | | Action taken or planned is tracked with School Dude |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | ✓ | | | |
| Safety: Fire Safety, Hazardous Materials | ✓ | | | |
| Structural: Structural Damage, Roofs | ✓ | | | |
| External: Playground, School Grounds, Windows, Doors, Gates, Fences | ✓ | | | |
| Overall Rating | ✓ | | | |

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 | 2017-18 | School 2018-19 | 2019-20 | District 2019-20 |
|--|---------|----------------|---------|------------------|
| With Full Credential | 30.75 | 29.6 | 28.6 | 377.35 |
| Without Full Credential | 0 | 0 | 1 | 4.1 |
| Teaching Outside Subject Area of Competence | 2 | 1.4 | 1.6 | 7.3 |

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 2018-19 through 2020-21.

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 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.

VI. Support Staff

Academic Counselors and Other Support Staff (2019-2020)

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 | 556 |
| Library Media Teacher (Librarian) | 0.06 | |
| Library Media Services Staff (paraprofessional) | 1 | |
| Psychologist | 0.68 | |
| Nurse | 0.2 | |
| Speech/Language/Hearing Specialist | 0.84 | |
| Adaptive Physical Education | | |
| Occupational Therapist | | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2020-2021)

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-6(City) | Heinemann | <i>Units of Study for Teaching Reading</i> |
| | 2003 | 6(LOMS) 7,8 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2014 | K-2 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2015 | 3-5 | Math Learning Center | <i>Bridges, 2nd Edition</i> |
| | 2016 | 6 | College Preparatory Mathematics | <i>Core Connections, Course 1</i> |
| | 2016 | 7-8 | College Preparatory Mathematics | <i>Core Connections, Course 2 & Course 3</i> |
| History/Social Science | 2007 | K-5 | Houghton Mifflin | <i>Houghton Mifflin History/Social Science</i> |
| | 2020 | 6 | National Geographic Learning | <i>World History: Ancient Civilizations</i> |
| | 2020 | 7 | National Geographic Learning | <i>National Geographic Explore</i> |
| | 2020 | 8 | National Geographic Learning | <i>World History: Medieval and Early Modern Times</i> |
| Science | 2016 | K-8 | 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 |
|-------------|--------------|--------------|---------------------------------|------------------------------------|
| English | 2003 | 9-12 | McDougal Littell | <i>Language of Literature</i> |
| Mathematics | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Algebra I</i> |
| | 2015 | 9-12 | College Preparatory Mathematics | <i>Core Connections, Geometry</i> |

| Subject | Year Adopted | Grade Levels | Publisher | Title |
|-------------------------------|--------------|--------------|---------------------------------|---|
| | 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> |
| History/Social Science | 2019 | 10 | Houghton Mifflin Harcourt | <i>Modern World History: California Edition</i> |
| | 2019 | 11 | Houghton Mifflin Harcourt | <i>American History, Reconstruction to the Present</i> |
| | 2019 | 12 | Pearson | <i>Magruder's American Government</i> |
| | 2020 | 12 | Bedford, Freeman & Worth | <i>American Government: Stories of a Nation (AP)</i> |
| Science | 2018 | 9 | Lab-Aides | <i>Biology: Science Global Issues, 2nd Edition</i> |
| | 2020 | 10 | Houghton Mifflin Harcourt | <i>California HMH Science Dimensions Chemistry in Earth Systems</i> |
| | 2014 | 11-12 | Pearson | <i>Physics for Scientists & Engineers</i> |
| | 2014 | 11-12 | Pearson | <i>College Physics: A Strategic Approach, AP Ed.</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> |

World 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 | 2018 | 9-12 | Vista Higher Learning | <i>Descubre</i> |
| French | 2018 | 9-12 | Vista Higher Learning | <i>D'accord I</i> |
| Latin | 2005 | 9-12 | Cambridge | <i>Cambridge Latin Course, North American, 4th 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 2018-2019)

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 | \$14,263 | \$4,446 | \$9,817 | \$82,399 |
| District | | | \$13,291 | \$76,948 |
| Percent Difference - School Site and District | | | -26.14% | 7.08% |
| State | | | \$7,507 | \$71,736 |
| Percent Difference - School Site and State | | | 30.77% | 14.86% |

Types of Services Funded (2019-2020)

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:

Career Technical Education
 College Readiness
 English Language Instruction
 Homeless Child Education
 Lottery

Limited English Proficiency, Title III
 Special Education
 Title I, Title IV Student Support & Academic Enrichment
 Vocational Education
 Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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 | \$47,450 | \$49,782 |
| Mid-Range Teacher Salary | \$70,874 | \$76,851 |
| Highest Teacher Salary | \$99,703 | \$97,722 |
| Average Principal Salary (Elementary) | \$129,790 | \$121,304 |
| Average Principal Salary (Middle) | \$140,605 | \$128,629 |
| Average Principal Salary (High) | \$157,254 | \$141,235 |
| Superintendent Salary | \$215,273 | \$233,396 |
| % of Budget for Teacher Salaries | 30% | 33% |
| % 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 19-20)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2018-19 | 2019-20 | 2018-19 | 2019-20 | 2018-19 | 2019-20 |
| English Language Arts/Literacy (grades 3-8 and 11) | 69.56% | N/A | 70.28% | N/A | 50.87% | N/A |
| Mathematics (grades 3-8 and 11) | 55.35% | N/A | 64.08% | N/A | 39.73% | N/A |

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. Cells with N/A values do not require data. The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 19-20)

ELA – Grade 6

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

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 19-20)
ELA – Grade 7**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 19-20)
ELA – Grade 8**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

**CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 19-20)
Mathematics – Grade 6**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

**CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 19-20)
Mathematics – Grade 7**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

CAASPP Assessment Results – Mathematics

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 19-20)
Mathematics – Grade 8**

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018–19 | School 2019–20 | District 2018–19 | District 2019–20 | State 2018–19 | State 2019-20 |
|---------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (5 th grade) | 46.45% | N/A | 50.37% | N/A | 29.93% | N/A |

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

California Physical Fitness Test Results (2019-20)

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 | N/A | N/A | N/A |

The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

X. Instructional Planning and Scheduling

Professional Development

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

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 25/7 | 32/19 | 55/39 |

Note: Full days/partial days



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,