

San Luis Coastal Unified School District

Los Osos Middle School

Grade 6 through Grade 8

Karl Blum - Principal

E-mail: kblum@slcusd.org



1555 El Moro Road

Los Osos, CA 93402

Phone: (805) 534-2835

Fax: (805) 528-5133

CDS Code: 40-68809-6097349

Website: loms.slcusd.org

2021-2022 School Accountability Report Card

Published During 2022-2023

<p>BOARD OF EDUCATION DEC 2022-NOV 2023</p> <p>President Ellen Sheffer</p> <p>Clerk Marilyn Rodger</p> <p>Members: Robert Banfield Mark Buchman Eve Dobler-Drew Chris Ungar</p>	<p><i>Our Vision</i></p> <p>San Luis Coastal prepares each student for a life of purpose.</p> <p>Our students become courageous and creative thinkers. They are college and career ready, skillful collaborators, and productive contributors to a diverse and rapidly evolving world.</p> <p><i>Our Mission</i></p> <p>San Luis Coastal Unified School District educates students through rigorous, relevant, and engaging experiences provided by caring, connected staff with support of the entire community.</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>Diane Frost Assistant Superintendent Educational Services</p>
--	--	---

The District identified the following six core principles to illustrate their values and commitment to students, staff, families, and the community as a whole. The School Board and District staff will use these principles as a guide to decision-making for the District’s future.

2021-2025:

All Means All: All staff focus on success for all students. There are many pathways and opportunities for students to learn, achieve, and celebrate their intellectual, creative, personal, and future success.

High Expectations: Expectations for students, parents, and staff are clearly defined, understood, and shared. Students, parents, and staff are empowered, supported, and provided training and professional development opportunities to meet expectations. SLCUSD creates learning environments that empower students to take ownership over their learning in order for them to find purpose, meaning, and joy in their education and to excel beyond high school.

Respect and Integrity: Communication and interactions among and between students, staff, and parents is defined by mutual respect, trust, empathy, and support. SLCUSD strives to create a safe space for students to learn about themselves, other people, and the world around them.

Collaboration and Civil Discourse: The organization works collaboratively and creatively to ensure student success in a supportive environment. Decisions are made with stakeholder input and participation. Critical thinking, collegial dialogue and civil discourse around challenging problems are expected. Successes are recognized and celebrated.

Culture of Care and Safety: Schools and all district work sites are safe and secure environments for students, parents, and staff. SLCUSD focuses on the social-emotional needs of our students, values students’ voices, and creates nurturing and inclusive school communities. Students, staff and families are compassionate school community members.

Continuous Improvement: Staff, students, and parents collaboratively evaluate progress using multiple, reliable measures, and make changes when necessary.

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 is a National Forum and California School to Watch. The School to Watch designation requires a constant evaluation of the school's programs in areas of Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Processes. Looking at each of these areas, the staff at Los Osos Middle School continues to strive for ongoing improvement.

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 (2021-2022)

Grade Level	Number of Students
Grade 6	136
Grade 7	199
Grade 8	185
Total Enrollment	520

Enrollment by Group (2021-2022)

Group	Percent of Enrollment
Male	57%
Female	43%
Non-binary	0%
African American	0%
American Indian or Alaska Native	0.8%
Asian	1.7%
Hispanic or Latino	31%
Filipino	4.2%
Pacific Islander	0%
White (not Hispanic)	56%
Two or More	6.2%
Socioeconomically Disadvantaged	56.5%
English Learners	11.7%
Foster Youth	0.2%
Homeless	7.5%
Students with Disabilities	18.8%

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	2019-20			Avg. Class Size	2020-21			Avg. Class Size	2021-22		
		Number of Classrooms	1-22	23-32		33+	Number of Classrooms	1-22		23-32	33+	Number of Classrooms
English	19	7	11	2	18	10	11		22	5	13	1
Mathematics	18	12	8	1	18	16	6	1	18	12	10	
Science	22	5	11	2	19	7	12		23	4	10	3
Social Science	18	8	11	2	18	10	11		23	4	12	1
6 th grade	18	18	31		21	15	33	2	27	31	12	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 2022 and shared with staff and our School Site Council in October 2022. 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	2019-20	School 2020-21	2021-22	2019-20	District 2020-21	2021-22	2019-20	State 2020-21	2021-22
Suspensions	0.36%	1.74%	3.68%	0.41%	1.76%	3.36%	0.2%	2.45%	3.17
Expulsions	0%	0%	0%	0%	0.11%	0.04%	0%	0.05%	0.07%

**Suspensions (Column 1) and Expulsions (Column 2) by Student Group (School Year 2021-2022)
Chronic Absenteeism by Student Group (School Year 2021-2022) (Columns 3-6)**

Group % of Enrollment	Suspensions	Expulsions	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	3.7%	0%	544	539	164	30.4%
Male	4.5%	0%	308	306	96	31.4%
Female	2.5%	0%	236	233	68	29.2%
Non-binary	%	0%				50%
African American	%	0%				%
American Indian or Alaska Native	%	0%	4	4	1	25%
Asian	%	0%	9	9	123	11.1%
Filipino	%	0%	23	23	3	13%
Hispanic or Latino	3%	0%	169	168	53	31.5%
Pacific Islander	%	0%				%
White (not Hispanic)	4.6%	0%	304	301	97	32.2%
Two or more	2.9%	0%	34	33	9	27.3%
Socioeconomically Disadvantaged	5.05%	0%	317	314	108	34.4%
English Learners	4.6%	0%	65	65	12	18.5%
Foster Youth	%	0%	3	3	2	66.7%
Homeless	2.08%	0%	48	47	19	40.4%
Students with Disabilities	7.48%	0%	107	107	41	38.3%

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 <https://www.slcsd.org/departments/bgt/facility-planning>. 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

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. Year and month of the most recent FIT report: 11/1/22

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

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 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.

V. Teachers

Teacher Preparation and Placement (School Year 2020-2021)

The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	25.10	84.13	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	0	0	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	1.90	6.55	9.2	2.33	12115.80	4.41
Unknown	2.70	9.29	27.6	6.94	18854.30	6.86
Total Teaching Positions	29.90	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022) The following information will not be available for publishing on January 31, 2023. Date of release TBD by CDE.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	24.50	82.42	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	0.96	4853	1.74
Teachers without credentials and misassignments	1	3.36	5	1.21	12001.50	4.30
Credentials teachers assigned out-of-field	2.20	7.38	13.40	3.24	11953.10	4.28
Unknown	2	6.81	20	4.83	15831.90	5.67
Total Teaching Positions	29.80	100	415.70	100	279044.80	100

Teachers without credentials and misassignments

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	1
Vacant Positions	0	0
Total Teachers without credentials and misassignments	0	1

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.

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0.60	0.80
Local assignment options	1.30	1.30
Total Out-of-field teachers	1.90	2.20
Misassignments for English learners	0	0
No credential, permit or authorization to teach	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

VI. Support Staff

Academic Counselors and Other Support Staff (2021-2022)

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	520
Library Media Teacher (Librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.65	
Nurse	0.56	
Speech/Language/Hearing Specialist	1.07	
Adaptive Physical Education		
Occupational Therapist	0.2	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2022-2023)

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 (6th City)	Heinemann	<i>Units of Study for Teaching Reading/Writing</i>
	2019	K-2	Heinemann	<i>Phonics Units of Study</i>
	2022	6(LOMS), 7,8	Houghton Mifflin Harcourt	<i>Into 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	College Preparatory Mathematics	<i>Core Connections, Course 2</i>
	2016	8	College Preparatory Mathematics	<i>Core Connections, 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>World History: Medieval and Early Modern Times</i>
	2020	8	National Geographic Learning	<i>US History: American Stories, Beginnings to World War I</i>
Science	2016	K-5	Delta Education	<i>FOSS Next Generation</i>
	2020	6	Delta Education	<i>FOSS Next Generation</i>
	2020	7	Delta Education	<i>FOSS Next Generation</i>
	2020	8	Delta Education	<i>FOSS Next Generation</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	2022	9-11	Houghton Mifflin Harcourt	<i>Into Literature</i>
	2015	12	CSU (The California State University)	<i>ERWC 3.0</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>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	2015	9-12	W.H. Freeman and Company/BFW	<i>The Practice of Statistics, 5th Edition</i>
	2022	9-12	Pearson/Savvas	<i>Precalculus, 7th Edition (Blitzer)</i>
	2022	9-12	Pearson/Savvas	<i>Calculus: Graphical, Numerical, Algebraic, 6th Edition (AP Calculus AB & BC Edition)</i>
History/Social Science	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	10-12	Cengage	<i>Western Civilization Since 1300 (AP)</i>
	2019	11	Houghton Mifflin Harcourt	<i>American History, Reconstruction to the Present</i>
	2019	12	Pearson/Savvas	<i>Magruder's American Government</i>
	2020	12	Bedford, Freeman & Worth	<i>American Government: Stories of a Nation (AP)</i>
Science	2018	9	Lab-Aids	<i>Science and Global Issues: Biology, 2nd Edition</i>
	2021	9-12	Pearson Education	<i>Biology (AP Edition)</i>
	2020	10	Houghton Mifflin Harcourt	<i>California HMH Science Dimensions Chemistry in the Earth System</i>
	2014	11-12	Pearson/Savvas	<i>College Physics: A Strategic Approach, 3rd Edition (AP Edition)</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>Senderos, Levels 1-4</i>
	2018	9-12	Holt McDougal Online	<i>Abriendo puertas: Ampliando perspectivas</i>
	2013	9-12	Pearson	<i>Reflexiones: Introducción a la literatura hispánica (AP Edition)</i>
	2020	9-12	McGraw-Hill	<i>Tu Mundo: Espanol Sin Fronteras, 2nd Edition</i>
French	2018	9-12	Vista Higher Learning	<i>D'accord! Langue et Culture du Monde Francophone, Levels 1-3</i>
Latin	2012	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4th Edition</i>
	2012	9-12	Bolchazy-Carducci Publishers	<i>Aeneid Books I-VI and Selections from Julius Caesar's Commentarii de bello gallico</i>
ASL	2008	9-12	Dawn Sign Press	<i>Signing Naturally</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>

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-2021)

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	\$16,420	\$5,799	\$10,621	\$86,507
District			\$15,068	\$82,252
Percent Difference - School Site and District			-29.51%	5.17%
State			\$6,594	\$85,128
Percent Difference - School Site and State			61.07%	1.62%

Types of Services Funded (2021-2022)

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	Limited English Proficiency, Title III
College Readiness	Special Education
English Language Instruction	Title I, Title IV Student Support & Academic Enrichment
Homeless Child Education	Vocational Education
Lottery	Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2020-2021)

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	\$49367	\$52478
Mid-Range Teacher Salary	\$73737	\$80810
Highest Teacher Salary	\$103731	\$101276
Average Principal Salary (Elementary)	\$132578	\$127080
Average Principal Salary (Middle)	\$149211	\$134264
Average Principal Salary (High)	\$166847	\$147200
Superintendent Salary	\$228449	\$242351
% of Budget for Teacher Salaries	30.09%	33%
% of Budget for Admin Salaries	5.18%	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 21-22)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	64	N/A	64	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	56	N/A	33

The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year. Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-a9 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

**CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	524	518	99	64.29
Male	297	294	99	61.56
Female	227	224	99	67.86
Filipino	23	23	100	69.57
Hispanic or Latino	163	161	99	54.66
White	293	290	99	69.31
Two or More Races	33	33	100	51.52
Socioeconomically Disadvantaged	299	295	99	53.90
English Learners	43	42	98	26.19
Students with Disabilities	102	99	97	29.29

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 – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	524	515	98	45.72
Male	297	291	98	48.62
Female	227	224	99	41.96
Filipino	23	23	100	47.83
Hispanic or Latino	163	161	99	34.38
White	293	286	98	51.05
Two or More Races	33	33	100	48.48
Socioeconomically Disadvantaged	298	292	98	33.90
English Learners	43	43	100	11.63
Students with Disabilities	101	96	95	21.88

**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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021-22
Science (5 th grade)	40.52	50	42.48	45.40	28.5	29.47

**CAASPP Assessment Results – Science
Disaggregated by Student Groups, Grades Five, Eight and High School (School Year 21-22)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	190	186	98	50
Male	102	99	97	52.53
Female	88	87	99	47.13
Filipino	12	12	100	66.67
Hispanic or Latino	63	61	97	36.07
White	98	96	98	53.13
Two or More Races	11	11	100	72.73
Socioeconomically Disadvantaged	110	107	97	37.38
English Learners	13	13	100	7.69
Students with Disabilities	29	26	90	30.77

California Physical Fitness Test Results (2021-22)

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	Student Participation Rate for each component by grade level				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	Flexibility
7	89.6%	91.4%	91%	91.2%	91.4%

Note: Due to the COVID-19 pandemic, the physical fitness test was suspended during the 2020-2021 school year and therefore no data are reported.

X. Instructional Planning and Scheduling

Professional Development

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

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	55/39	59/43	45/27

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.