



SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

La Paz Intermediate School

ADDRESS: 25151 Pradera Dr., Mission Viejo, CA 92691 **PHONE:** (949) 830-1720

PRINCIPAL: Allan Mucerino **GRADE RANGE:** 7-8 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	1,279	1,090	706
Teachers	Number of classroom teachers (full-time equivalent)	54	42	31
Students per teacher	Number of students per teacher	24	26	23
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	856	784	716
Students per computer	Number of students sharing one computer	5	5	5

Principal's Comments

La Paz Intermediate School is a state-recognized Distinguished School and a nationally recognized Blue Ribbon school as part of No Child Left Behind. The 2003-2004 Blue Ribbon award demonstrates La Paz's progress toward meeting the needs of all students. Just one-third of one percent of all schools in the United States earn the award. La Paz's Academic Performance Index (API) of 846 ranks us in the top decile of all schools in the state of California. The success of our school can be attributed to a variety of factors, none more important than our commitment to shared decision-making and ongoing professional development.

Major Achievements

- We received the national No Child Left Behind-Blue Ribbon School award in 2004.
- We were designated a California Distinguished School in 2003.
- We have an API of 846, well above the state standard of 800.

Focus for Improvement

- Improve student achievement in writing as measured by the state's STAR writing assessment in seventh grade. Efforts will focus on an action plan that includes improved writing instruction and the ongoing analysis of student writing.
- Improve group dynamics in the classroom by creating small learning environments that support student diversity, specialized instruction, and team teaching.
- Improve student note-taking, record-keeping, and time-management skills schoolwide by implementing the principles and strategies of the Advancement Via Individual Determination (AVID) college-preparatory program.

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Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	856
Growth attained from prior year	+11
Met subgroup* growth targets	No
Underperforming school	No

La Paz Intermediate’s API was 856 (out of 1000). This is an increase of 11 points compared to last year’s API. About 99 percent of students took the test, which met the state’s required participation rate of 95 percent. You can find three years of detailed API results in the [technical appendix](#) to this report.

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

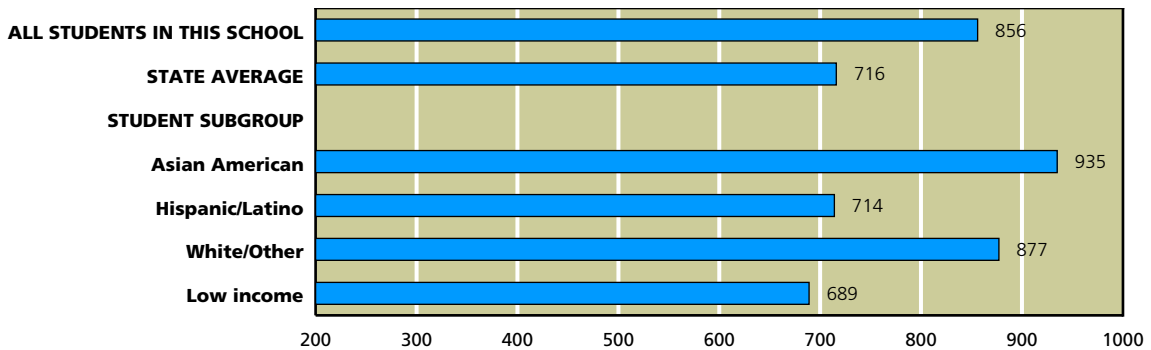
API RANKINGS: Based on our API growth score, we receive two rankings. The first compares us to all middle schools in the state on a scale from 1 to 10 (10 being the highest). Compared to all middle schools in California, our school currently ranks 10 out of 10.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

SIMILAR SCHOOL RANKINGS: We receive a second ranking that compares us only to schools with similar students, teachers, and class sizes. Compared to similar schools, our school currently ranks 7 out of 10. This factor is recalculated every year by the CDE. To read more about the specific elements included in this calculation, you can turn to the [CDE Web site](#).

API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We met our assigned growth targets during the 2004–2005 school year. Just for reference, 66 percent of middle schools statewide met their growth targets.

API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents middle schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above proficient levels on the CST (24.4 percent on the English/language arts test and 26.5 percent on the math test). These goals must also be met by all ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	Yes
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	Yes
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Asian American	●	●	●	●
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

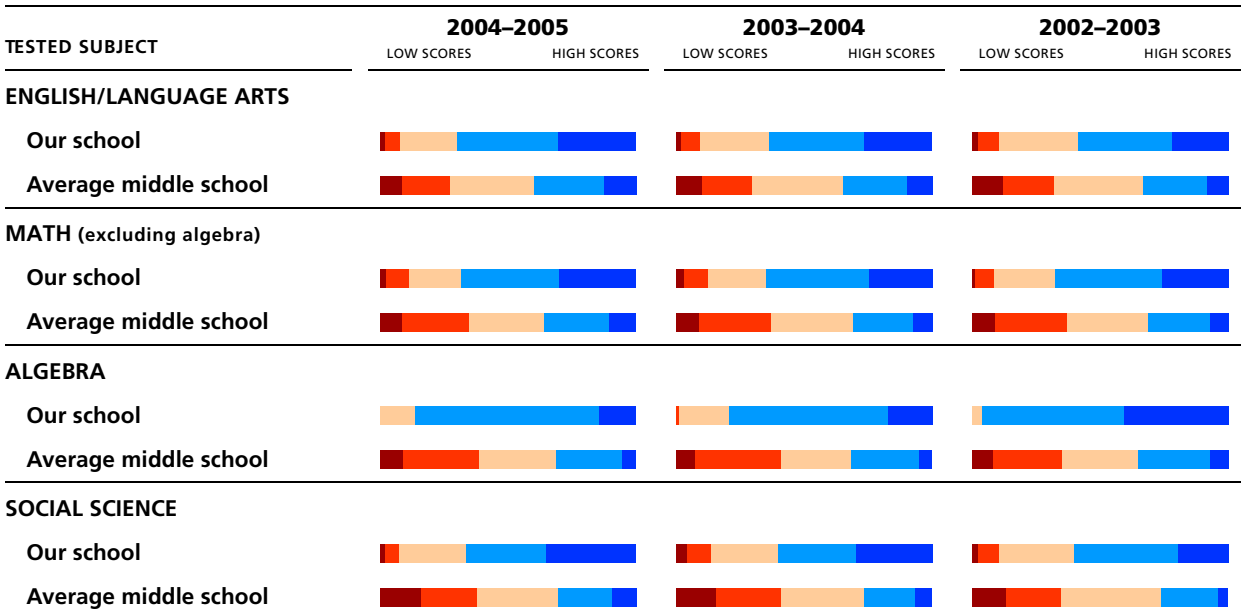
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average middle school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	69%	63%	58%
Average middle school	40%	35%	34%
MATH (excluding algebra)			
Our school	68%	64%	68%
Average middle school	37%	32%	32%
ALGEBRA			
Our school	85%	78%	93%
Average middle school	32%	32%	36%
SOCIAL SCIENCE			
Our school	66%	60%	60%
Average middle school	31%	28%	28%

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students' CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California's standards are very high, and the tests that measure students' mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state's standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS' SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You'll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			69%	100%	SCHOOLWIDE AVERAGE: About 29 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			50%	98%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			40%	99%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

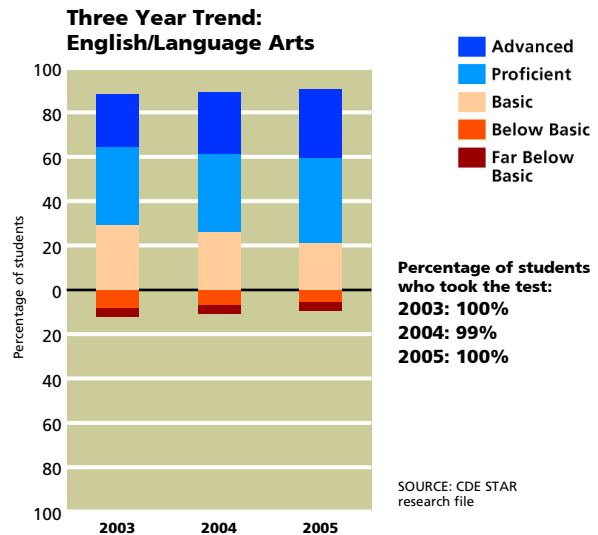
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			63%	678	GENDER: About 13 percent more girls than boys at our school scored proficient or advanced.
Girls			76%	593	
English proficient			72%	1,181	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			13%	67	
Low income			35%	124	INCOME: About 38 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			73%	1,118	
Learning disabled			19%	86	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			73%	1,162	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			85%	110	
Hispanic/Latino			39%	186	
White/Other			74%	930	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for English/language arts for **sixth** grade, **seventh** grade, and **eighth** grade at the CDE's Web site. The standards for **all grade levels** are also available at this site.



Math (excluding algebra)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			68%	73%	SCHOOLWIDE AVERAGE: About 31 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			44%	84%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			37%	84%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			66%	493	GENDER: About four percent more girls than boys at our school scored proficient or advanced.
Girls			70%	435	
English proficient			72%	854	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			15%	66	
Low income			33%	119	INCOME: About 40 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			73%	798	
Learning disabled			19%	75	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			73%	845	
African American	DATA STATISTICALLY UNRELIABLE		N/S	14	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			90%	63	
Hispanic/Latino			39%	161	
White/Other			73%	667	

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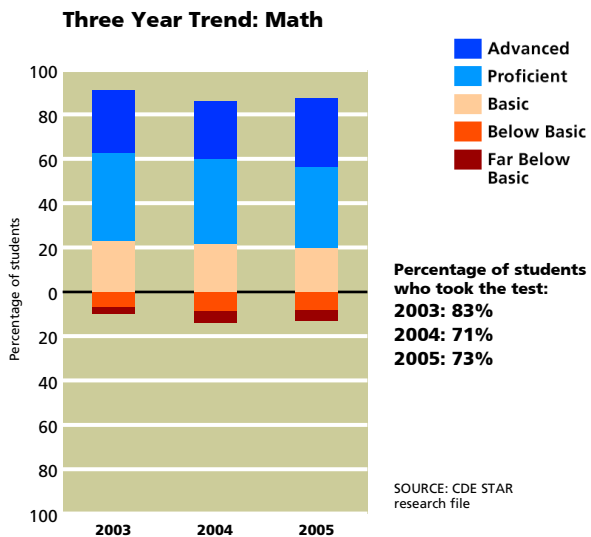
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

All sixth and seventh graders take the same math courses. In eighth grade, however, some students take algebra, while others take a general math course. We report algebra results separately. Here we present our students' scores for all math courses except algebra.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

You can read the [sixth](#) and [seventh](#) grade math standards at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Algebra I

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

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GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			85%	39%	SCHOOLWIDE AVERAGE: About 53 percent more students at our school scored proficient or advanced than at the average middle school in California. About five percent fewer students took algebra than did students in the average middle school in the state. This is a notable success.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			56%	31%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			32%	44%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

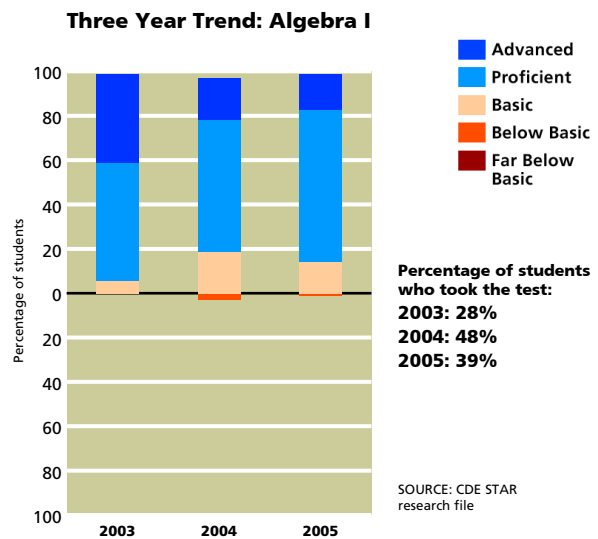
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			84%	129	GENDER: About two percent more girls than boys at our school scored proficient or advanced.
Girls			86%	127	
English proficient			84%	241	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	NO DATA AVAILABLE		N/A	0	
Low income	NO DATA AVAILABLE		N/A	0	INCOME: We cannot compare scores for these two groups because the number of students from low income families was either zero or too small to be statistically significant.
Not low income			84%	237	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			84%	242	
Asian American			90%	30	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino	DATA STATISTICALLY UNRELIABLE		N/S	21	
White/Other			83%	201	

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results. N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade. N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

We report our students' algebra results separately because of the central importance of algebra in the California math standards. It is also a gateway course for college-bound students, who should start high school ready for geometry.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 39 percent of our students took the algebra standards test, compared to 44 percent of all middle school students statewide. You can review the algebra standards on the CDE's Web site.



History/Social Science

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			66%	100%	SCHOOLWIDE AVERAGE: About 35 percent more students at our school scored proficient or advanced than at the average middle school in California.
AVERAGE MIDDLE SCHOOL IN THE COUNTY			42%	99%	
AVERAGE MIDDLE SCHOOL IN CALIFORNIA			31%	98%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

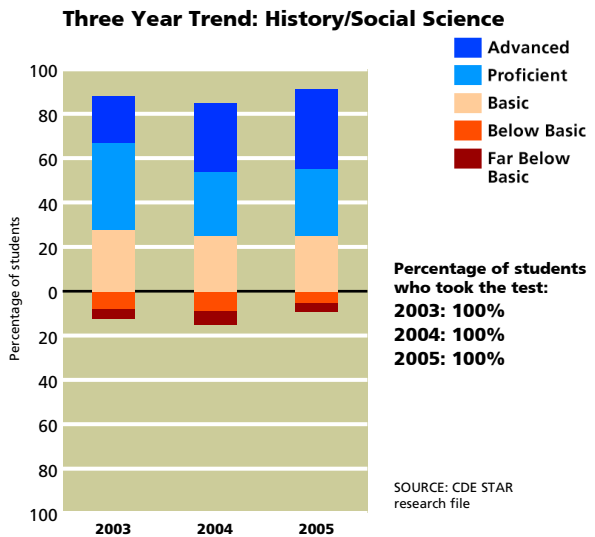
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			65%	350	GENDER: About two percent more girls than boys at our school scored proficient or advanced.
Girls			67%	302	
English proficient			67%	610	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	19	
Low income			29%	42	INCOME: About 39 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			68%	583	
Learning disabled			15%	41	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			69%	588	
Asian American			83%	63	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino			39%	82	
White/Other			68%	489	

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You can read the [eighth](#) grade history/social science standards at the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2005, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
READING				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	45%	27%	21%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	74%	54%	46%
LANGUAGE				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	47%	33%	26%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	69%	53%	45%
MATH				
High-scoring students	Percentage of students scoring at or above the 75th percentile nationally	47%	31%	24%
Students scoring at or above average	Percentage of students scoring at or above the 50th percentile nationally	77%	58%	50%

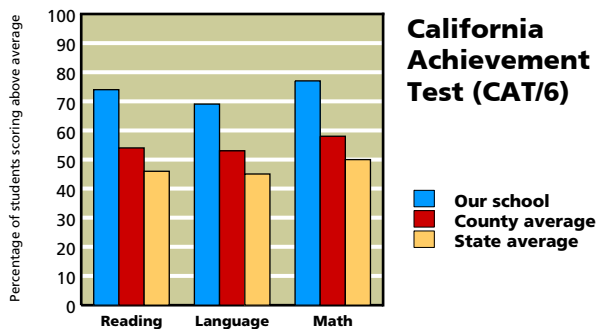
SOURCE: The scores for the CAT/6 are from the spring 2005 test cycle. County and state averages represent middle schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

STUDENTS SCORING ABOVE AVERAGE: This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At La Paz Intermediate, 74 percent of students scored at or above average in reading (compared to 46 percent statewide); 69 percent scored at or above average in language (compared to 45 percent statewide); and 77 percent scored at or above average in math (compared to 50 percent statewide).

HIGH-SCORING STUDENTS: This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (at the 75th percentile and higher). At La Paz Intermediate, 45 percent of students scored at the top in reading (compared to 21 percent statewide); 47 percent scored at the top in language (compared to 26 percent statewide); and 47 percent scored at the top in math (compared to 24 percent statewide).

Our CAT/6 Results Compared

Students take this test only in the seventh grade. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2005 test cycle. County and state averages represent middle schools only.

Other Measures of Student Achievement

Assessment drives instruction. We measure student achievement in a variety of ways, some more authentic than others. The further from the classroom, the less authentic the assessment usually is; an example is standardized tests. Authentic assessments address multiple intelligences and higher-level thinking skills. We believe that project-based assessments are essential and authentic, and we use them in most classrooms. We base report card grades on criteria that focus on California Content Standards and subject department standards. We consider the breadth of information accumulated about each student, including standardized test scores, classroom performance, work samples, readiness examinations, citizenship, and work habits. We assess students with disabilities and those whose first language is not English in a modified way. We mail home progress reports every six weeks and report cards every 12 weeks. Parents can access current grades daily online.

STUDENTS

Students' English Language Skills

At La Paz Intermediate, 95 percent of students were considered to be proficient in English, compared to 79 percent of middle school students in California overall. Of the five percent of La Paz Intermediate students who were still learning English, 16 percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	95%	77%	79%
English learners	5%	23%	21%

SOURCE: Language Census for school year 2004-2005. County and state averages represent middle schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 67 students classified as English learners. At La Paz Intermediate, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	79%	87%	87%
Vietnamese	1%	5%	2%
Hmong	0%	0%	1%
Cantonese	0%	0%	1%
Filipino/Tagalog	1%	1%	1%
Khmer/Cambodian	0%	0%	1%
Korean	4%	3%	1%
All other	13%	5%	6%

SOURCE: Language Census for school year 2004-2005. County and state averages represent middle schools only.

Ethnicity

Most students at La Paz Intermediate identify themselves as White/European American/Other. In fact, there are about five times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at La Paz Intermediate. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	2%	2%	8%
Asian American/Pacific Islander	10%	15%	11%
Latino/Hispanic	15%	42%	45%
White/European American/Other	73%	42%	36%

SOURCE: CBEDS census of October 2004. County and state averages represent middle schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At La Paz Intermediate, ten percent of the students qualified for this program, compared to 50 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	10%	38%	50%
Parents with some college	87%	57%	54%
Parents with college degree	73%	37%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent middle schools only.

The parents of 87 percent of the students at La Paz Intermediate have attended college and 73 percent have a college degree. Note that not all students provide this data, so the results may not be fully accurate.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at La Paz Intermediate varies from a low of 30 students to a high of 33. Our average class size schoolwide is 33 students. The average class size for middle schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	30	29	27
History	32	31	30
Math	33	31	28
Science	33	32	30

SOURCE: CBEDS census, October 2004. County and state averages represent middle schools only.

Safety

Here we're sharing facts with you about our school's safety in three areas: drug or alcohol incidents, crimes against people, and property crimes. If you wish, you may request additional information by contacting the district office.

NUMBER OF INCIDENTS PER 1,000 STUDENTS	2002-2003	2003-2004	2004-2005
Drug or alcohol related	0	6	2
Crimes against people	0	2	27
Property crimes	1	0	3

SOURCE: This data comes from the school district office.

In the calendar year 2005, we reported two drug or alcohol incidents (two per thousand students), 35 crimes against people (27 per thousand students), and four property crimes (three per thousand students). For comparison, the average middle school in California reported four drug or alcohol incidents per thousand students, 10 crimes against people per thousand students, and five property crimes per thousand students, according to the California Safe School Assessment of 2001. Note that these factors are expressed as a ratio (incidents per thousand students), to help you compare our school to others.

La Paz Intermediate is a safe school. Our behavior and safety plans revolve around our commitment to Effective Behavior Support (EBS). An EBS-oversight team meets weekly to discuss interventions. The entire staff is EBS-trained and committed to implementing the tenets of the program, which focus on supervision and monitoring, positive reinforcement, and swift and consistent consequences. We revisit and update the plan every year to reflect trends, current needs, and input expressed by members of the school community.

Homework

While homework may only be standardized to a point, the faculty strives to be consistent with our policy of no more than two hours per evening, four days a week. Exceptions include higher-level coursework, such as algebra, geometry, and foreign languages. Homework is designed to be meaningful and to reinforce the day's lessons.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

Our EBS program supports progressive discipline, including detention, exclusion from activities and events, on-campus suspension, and, in the case of fighting, off-campus suspension. District trustees make decisions regarding expulsion and reserve it for any violation of the district's zero-tolerance policy for drugs, alcohol, and weapons.

During the 2004–2005 school year, we had 70 suspension incidents and seven incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	5	8
	2003–2004	6	15
	2002–2003	7	11
Expulsions per 100 students	2004–2005	1	0
	2003–2004	1	1
	2002–2003	0	0

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent middle schools only.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	26%	39%	27%
Girls in Fitness Zone	37%	47%	31%
Total	31%	43%	29%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

The school day begins at 8:30 a.m. and ends at 3:10 p.m. Students have six 53-minute classes per day, including social science, science, math, language arts, physical education, and one elective. Student activities run during a 40-minute lunch/recess period in the middle of the day. Class periods rotate every day to reflect the school’s philosophy of developmental appropriateness.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 7	58,512	54,000
Grade 8	58,512	54,000

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Allan Mucerino has been principal of this school for six years. He has ten years of experience as a principal and six as a teacher.

The school’s administration is comprised of one principal and one assistant principal, both with extensive administrative experience. We also have a teacher on special assignment who assists the school’s administration. We include all stakeholders in decision-making processes.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	11	13	12
Newer teachers	Percentage of teachers with one or two years of teaching experience	16%	12%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	42%	48%	32%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	58%	52%	68%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent middle schools only.

About 16 percent of our teachers are relatively new to teaching, having taught two years or less. This number is above the percentage of new teachers in other middle schools in California. Our teachers have, on average, 11 years of experience. About 58 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 42 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	96%	96%	91%
Trainee credential holders	Percentage of staff holding an internship credential	2%	3%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	2%	3%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	2%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 96 percent of the faculty at La Paz Intermediate hold a full credential. About two percent of the faculty at La Paz Intermediate hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of middle school teachers throughout the state hold trainee credentials. About two percent of our faculty hold emergency permits. Very few middle school teachers hold this authorization statewide (just five percent).

About 91 percent of the faculty at La Paz Intermediate hold the secondary (single-subject) credential. This number is above the average for middle schools in California, which is 62 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	10%	N/A	26%
Out-of-field teaching: courses	Percentage of algebra and science courses taught by a teacher who lacks the right credential for the course	3%	35%	34%
Out-of-field teaching: students	Percentage of students in algebra and science courses taught by a teacher who lacks the right credential for the course	1%	34%	34%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	4%	4%	9%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

"HIGHLY QUALIFIED" TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than "highly qualified." The exceptions known as the [High Objective Uniform State Standard of Evaluation \(HOUSSE\)](#) rules allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. None of our core courses were taught by teachers who were teaching out of their field of expertise, compared to 34 percent of core courses taught by middle school teachers statewide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About four percent of our teachers were working without full credentials, compared to nine percent of teachers in middle schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ALGEBRA				
Courses	Percentage of algebra courses taught by a teacher lacking the right subject area authorization	0%	32%	28%
Enrollment	Percentage of algebra students taught by a teacher lacking the right subject area authorization	0%	30%	26%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	5%	37%	38%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	2%	36%	38%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent middle schools only.

In this more detailed analysis, you'll find the percentage of algebra courses taught by teachers who lack subject area authorization in math and the percentage of eighth-grade students taking algebra from a teacher who lacks this subject area authorization. While algebra teachers in some middle schools might not formally be required to hold this math subject area authorization, it is better if they do. We have applied the same criteria to science courses taught at all middle school grade levels. Note that school board policy determines which grade levels are secondary grade levels and require teachers to hold a secondary (single-subject) credential.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005-2006 school year.

Districtwide Distribution of Teachers Who Are Not "Highly Qualified"

This table shows how teachers considered to be less than "highly qualified" are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB's standard.

The districtwide average is 11 percent, compared to 26 percent statewide. For those schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 11 percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by "highly qualified" teachers	11%
Schools with most low income students	Percentage of core courses not taught by "highly qualified" teachers	100%
Schools with fewest low income students	Percentage of core courses not taught by "highly qualified" teachers	11%

SOURCE: Consolidated Application. Schools in the district are divided into quartiles, based on their students' free lunch entitlements. Top and bottom quartiles are compared.

Evaluating and Improving Teachers

We evaluate teachers with three or more years of experience in the district every other year; evaluations are annual for those with less than three years of experience. The evaluation process includes goal setting, formal and informal observations, and year-end summaries. The system centers on self reflection and uses peer coaching to bolster collegiality and improve performance.

Staff Development

Staff development is teacher-driven, ongoing, and embedded in the culture of the school. The state supports three full staff development days dedicated to improving student achievement. We conduct needs assessments twice a year and then draft an action plan to implement professional growth activities. The School Site Council approves and funds the action plan. Six late-start days provide additional teacher support by allowing instruction-free morning time for planning and collaboration.

Teacher Assignment

We assign teachers based on their credentials, interests, and specialties. Our entire faculty is highly qualified and certificated, and they teach in their areas of expertise. Teachers with multiple subject credentials take on specialty courses and activities, such as humanities, speech and debate, and our literary magazine.

Substitute Teachers

Our EBS plan supports substitute teachers' success in the classroom. To ensure that students do not fall behind or cause disruptions, we employ a regular core of substitutes and assign substitute buddies. Our administration closely monitors substitutes' classrooms.

Academic Guidance Counselors

Our school has one full-time equivalent academic counselor. This means that we have the equivalent of one counselor for every 1,279 students. Just for reference, California districts employ about one academic counselor for every 823 middle school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

Our guidance department includes a full-time guidance specialist, a full-time technician, a part-time technician, and at least two counseling interns. These staff members offer academic guidance and counseling. A school psychologist is on site four days a week, with two other psychologists available to help with testing and evaluations. A full-time library clerk and part-time technology clerk operate the library/media center. A full-time director of technology oversees our technology program, while a part-time technician assists with audiovisual needs.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 270 students who qualify for this program. Approximately 20 percent of the school’s population is designated for the GATE program. We support GATE students through a variety of customized instructional strategies designed to respect the unique characteristics of gifted learners. For example, teachers adjust the level of complexity of materials and student tasks. Honors classes exist in core academic courses, but not in most electives, with the exception of music, drama, and art.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 94 students who qualify for these **special education** programs. Ninety-five of our 1,302 students received speech and language, psychological, or academic services in 2003. Two resource specialists, two special education teachers, and a combination of seven part- and full-time instructional assistants work closely with the school psychologist and program specialist to deliver each student’s program, as designed and documented in his or her Individual Education Program (IEP). Students may be mainstreamed in some or all of their classes. Modifications are the result of ongoing collaboration between regular and special education teachers.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. One English language development instructor works with a part-time instructional assistant and a program specialist to plan, design, and monitor our program. We place our English learners (EL) in classes taught by appropriately certified teachers who use effective instructional methods. We also assign these students to a team of teachers who communicate regularly with the EL teacher to ensure success. Furthermore, we implement the AVID program, designed to prepare underrepresented students for four-year colleges, at the schoolwide level.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students’ needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	1.0
Librarians	0.0
Psychologists	0.6
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.2
Resource specialists	2.0

SOURCE: district office

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

Our curriculum focuses on vocabulary development. Students identify idioms, analogies, metaphors, and similes in prose and poetry, and clarify word meaning through definitions, examples, restatements, and contrasts. Eighth grade students should be thoroughly familiar with basic elements of story grammar. The writing focus in seventh grade is on multiparagraph expository compositions for research reports, interpretations of literature, persuasive compositions, and summaries. The eighth grade writing focus is on fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions.

Math

By the end of seventh grade, students can manipulate numbers and equations and understand the general principles at work. They can use fractions, decimals, and percents and change proficiently from one to another. They graph linear functions and understand the idea of slope and its relation to ratio. Approximately 70 percent of eighth graders study algebra, learning the symbolic language of mathematics and the sciences. Approximately ten percent of our students study algebra in seventh grade and geometry in eighth.

Science

Our science standards revolve around investigation and experimentation. Students learn that scientific progress is founded on asking meaningful questions and conducting careful investigations. The seventh grade focus is on life science. Students study cell biology, genetics, evolution, earth and life history, and structure, function, and physical principles in living systems. Eighth graders focus on physical science, studying motion, forces, structure of matter, earth in the solar system, reactions, chemistry of living systems, the periodic table, density, and buoyancy.

Social Studies

The seventh grade focus is on analyzing the geographic, political, economic, religious, and social structures of ancient civilizations through the Enlightenment. Students study such universal themes as cause and effect and compare and contrast. Eighth graders study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in that war. Students research and report on a variety of topics, analyze differing points of view, and understand historical interpretation.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Holt Literature & Language Arts	2003	Language arts	Yes	Yes
Mathematics Concepts & Skills	2003	Math	Yes	Yes
The American Journey: Building a Nation	2000	Science	Yes	Yes
Holt Science 7 Technology Physical Science	2001	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those [textbooks](#) were in line with the California Content Standards.

RESOURCES

Buildings

Our school includes 17 buildings, of which ten are portables. Together they accommodate approximately 1,481 people. On an average day, 1,334 students and staff occupy these buildings, taking up 90 percent of our capacity. Our beautiful two-level, Spanish-style campus dates from 1968. We have maintained it well and upgraded it regularly to reflect current needs, such as handicap access, technology, and an alarm system. We are currently modernizing the campus, giving it increased handicapped access and structural repair and upgrades. Within three years, we will have completed the addition of an upgraded physical education area, a new classroom building, and a new gymnasium and performing arts center.

The district’s facilities team spent \$44,000 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures. This sum was two percent of the district’s deferred maintenance budget of \$1,908,100.

The bathrooms in our school contain 38 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

A full-time library clerk, a part-time instructional technology assistant, and a number of volunteers serve students and teachers before, during, and after school. There are 1,200 books and many periodicals in circulation. The media center houses a 30-station computer lab with Internet access. Staff supervises students as they use the facility to conduct research and write reports.

Computers

We have 280 computers available for student use, which means that, on average, there is one computer for every five students. There are 41 classrooms connected to the Internet.

We integrate technology into all of our

instructional programs. We expect students to meet standards for technology, including keyboarding, proficiency in the Microsoft Word package, and Internet research skills. Teachers use technology as an instructional tool and a means of communication, maintain active Web sites with assignments, and post grades online.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	5	5
Internet-connected classrooms	41	46	33

SOURCE: CBEDS census of October 2004. County and state averages represent middle schools only.

Parent Involvement

Our Student Teacher Parent Organization (STPO) is an active and thriving force. Through its fund-raising efforts, it pays for a health aide and library aide and supports many programs, including intramural activities and orientation events. The STPO maintains a Web site to provide timely information on activities and events. Monthly STPO meetings alternate between morning and evening time slots.

The School Site Council (SSC) has 20 voting members, half of whom are students and parents. The SSC oversees the expenditure of annual school improvement funds, which are dedicated to improving student achievement. The group holds its meetings the first Monday of every month.

The contact person for parent involvement is:

Name: Debra Corley

Phone number: (949) 830-1720

FUNDING

School Expenses

We spend the majority of our funds on teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction.

Our STPO raises approximately \$50,000 annually in discretionary income. The money supports programs, activities, and events. A recent Pacific Life grant funded our implementation of the AVID program, which aims to improve college readiness and student achievement.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s [expenses](#) along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	\$209,724,702	N/A	N/A
Expenses per student	\$6,058	\$6,987	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$209,614,519	N/A	N/A
Expenses per student	\$5,930	\$6,882	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$6,058 per student in the 2003–2004 school year, compared to \$6,987 for the average unified district in the state. Our total operating expenses for the 2003–2004 year were \$209,724,702. Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$30,000	\$37,061
Midrange teacher’s salary	\$58,398	\$58,294
Highest-paid teacher’s salary	\$78,991	\$72,876
Average principal’s salary (middle school)	\$112,634	\$98,940
Superintendent’s salary	\$224,630	\$179,061
Percentage of budget for teachers’ salaries	46%	41%
Percentage of budget for administrators’ salaries	5%	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

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