



Amargosa Creek Middle School

44333 27th St., West • Lancaster, CA 93536 • 661.729.6064 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Lancaster School District

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District Governing Board

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School Description

Amargosa Creek provides a warm, nurturing and academic learning environment for students in grades 6-8. As students progress through their three years here, they are able to experience the transition from a self-contained 6th grade classroom to a departmentalized 7th/8th grade setting. The staff is committed to the success of each child and, through a variety of structured programs and interventions, no child is left behind. In addition to meeting students' academic needs, ACMS has created a culture promoting connectedness among students and between students and staff. Students enjoy coming to school as is evidenced by our high student attendance rate.

Our school-wide theme is College and Career Readiness! Along with a strong focus on Advancement Via Individual Determination (AVID), where every student will: Decide, Commit and Succeed. we also have STEM classes which utilize Project Lead The Way curriculum and emphasize the practical application of Science, Technology, Engineering and Math in the classroom. AVID and STEM represent just 8 out of 25 different elective choices for our students to enjoy and pursue their unique talents and strengths. We also have a thriving fine arts program. Our award winning band program continues to service over 130 students who have the opportunity to become accomplished musicians over the course of three years, starting in 6th grade. We will continue to refine our options in order to further enhance the academic and extracurricular programs at ACMS so that all students are proud to call themselves Cougars and believe in their unique ability to attend college and pursue the career of their dreams.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	210
Grade 7	378
Grade 8	426
Total Enrollment	1,014

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	25.4
American Indian or Alaska Native	0.6
Asian	1.8
Filipino	2.3
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.2
White	17.9
Two or More Races	2.8
Socioeconomically Disadvantaged	74
English Learners	9.9
Students with Disabilities	12
Foster Youth	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Amargosa Creek Middle School	14-15	15-16	16-17
With Full Credential	44	46	47
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lancaster School District	14-15	15-16	16-17
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Amargosa Creek Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.7	0.3
High-Poverty Schools	99.9	0.1
Low-Poverty Schools	59.3	40.7

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

With the exception of Reading/Language Arts, all textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All books are in good to fair condition.

New materials were adopted by the State Board during the 2015/16 school year for Reading/Language Arts. The District will review these materials during the year, conduct a pilot by teachers and submit for Board approval during the 2016/17 school year, and new Reading/Language Arts materials will be purchased for use by all students beginning in August of 2017.

Textbooks and Instructional Materials	
Year and month in which data were collected: September, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal Littell The Language of Literature / 2002 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	6-8 McGraw Hill California Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Glencoe Science Focus On / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal Littell California Middle School Social Studies / 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

General
 The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

School Buildings
 Amargosa Creek is a facility built in 2001. It has a large main building which houses our administrative offices, cafeteria, library, health office, two computer and four science labs, and 7th and 8th grade classrooms. Additional space for 7th and 8th grade students is provided near the main building. Our 6th graders are located in portable classrooms in the southwest section of the campus. We have a total of 41 classrooms—29 of which are permanent and 12 that are re-locatable.

The staff shares a lounge and two teacher workrooms in the main building of the school. A quad area, black top with volleyball nets and basketball courts as well as a large field, provide ample outdoor space for physical education and lunchtime recreation. The gymnasium is used not only for physical education and extra-curricular activities but also as a place for lunchtime activities during inclement weather.

Maintenance and Repair
 District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
 The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2016-17 school year, the district has budgeted \$1,951,000.00 for the deferred maintenance program.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2016

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	63	57	64	46	42	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.1	25.8	37.6

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	44	25	32	44	48
Math	18	23	13	16	34	36

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	433	424	97.9	64.2
Male	242	236	97.5	64.4
Female	191	188	98.4	63.8
Black or African American	129	125	96.9	43.2
Hispanic or Latino	204	200	98.0	68.0
White	73	72	98.6	87.5
Socioeconomically Disadvantaged	326	318	97.6	61.3
English Learners	39	39	100.0	38.5
Students with Disabilities	52	52	100.0	28.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	221	217	98.2	42.4
	7	405	389	96.0	43.0
	8	430	423	98.4	46.9
Male	6	109	108	99.1	31.5
	7	210	202	96.2	35.2
	8	240	235	97.9	40.2
Female	6	112	109	97.3	53.2
	7	195	187	95.9	51.3
	8	190	188	99.0	55.3
Black or African American	6	68	67	98.5	29.9
	7	98	92	93.9	33.7
	8	128	125	97.7	33.6
Hispanic or Latino	6	101	100	99.0	46.0
	7	197	193	98.0	41.9
	8	203	200	98.5	49.8
White	6	36	34	94.4	52.9
	7	75	70	93.3	56.5
	8	72	72	100.0	59.7
Two or More Races	7	18	17	94.4	35.3
Socioeconomically Disadvantaged	6	173	171	98.8	36.8
	7	315	304	96.5	38.5
	8	323	318	98.5	42.6

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	25	25	100.0	16.0
	7	34	33	97.1	
	8	39	39	100.0	17.9
Students with Disabilities	6	22	22	100.0	9.1
	7	46	45	97.8	
	8	52	51	98.1	5.9

ELA 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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	222	217	97.8	21.0
	7	402	387	96.3	23.3
	8	402	387	96.3	23.3
Male	6	110	108	98.2	18.9
	7	210	202	96.2	21.3
	8	210	202	96.2	21.3
Female	6	112	109	97.3	23.1
	7	192	185	96.3	25.5
	8	192	185	96.3	25.5
Black or African American	6	68	66	97.1	15.6
	7	98	93	94.9	14.1
	8	98	93	94.9	14.1
Hispanic or Latino	6	101	100	99.0	21.0
	7	195	191	98.0	22.0
	8	195	191	98.0	22.0
White	6	37	35	94.6	32.4
	7	74	69	93.2	34.8
	8	74	69	93.2	34.8
Two or More Races	7	18	17	94.4	29.4
	8	18	17	94.4	29.4

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	6	174	171	98.3	18.9
	7	312	302	96.8	18.9
	8	312	302	96.8	18.9
English Learners	6	25	25	100.0	4.0
	7	34	33	97.1	
	8	34	33	97.1	
Students with Disabilities	6	22	22	100.0	
	7	45	44	97.8	
	8	45	44	97.8	

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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

We seek to build positive partnerships with families and the community. The following opportunities for involvement exist at Amargosa Creek Middle School:

- Parent Teacher Organization
- School Site Council
- English Learner Advisory Committee
- African American Action Council
- PBIS Committee

There are numerous other ways to get involved in your child's education. Contact the principal, Mrs. Pulos, at 661-729-6064 for further information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- | | |
|--|---|
| • Child abuse reporting procedures | • Provisions for safe ingress and egress to and from school |
| • Disaster procedures regarding teacher notification of dangerous students | • Provisions for a safe and orderly environment conducive to learning |
| • Sexual harassment policy | • Rules and procedures on school discipline |
| • School-wide dress code | • Procedures for reporting hate crime |

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	9.9	10.3
Expulsions Rate	10.0	0.1	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	8.5	7.2	8.2
Expulsions Rate	0.4	0.3	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	19	
Percent of Schools Currently in Program Improvement	95.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.64
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.63
Psychologist	1.57
Social Worker	0
Nurse	.36
Speech/Language/Hearing Specialist	1.43
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	20	20	20	34	34	34	26	17	17	2	6	6
Mathematics	26	28	28	11	11	11	47	26	26	6	22	22
Science	28	28	28	5	6	6	18	12	12	8	13	13
Social Science	27	28	28	5	4	4	22	19	19	4	7	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Thinking Maps, Writing Instruction, Coaching, Direct Instruction, Building Academic Vocabulary, NGSS training, Culturally Responsive Teaching and Learning, Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include inservices during and after the work day as well as through site and district in class and on site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The 2016-17 school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other inservices that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,998	\$44,573
Mid-Range Teacher Salary	\$68,826	\$72,868
Highest Teacher Salary	\$90,592	\$92,972
Average Principal Salary (ES)	\$117,863	\$116,229
Average Principal Salary (MS)	\$119,232	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$183,164	\$201,784
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	5%	5%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,635	\$1,573	\$4,062	\$72,896
District	◆	◆	\$4,036	\$71,577
State	◆	◆	\$5,677	\$75,137
Percent Difference: School Site/District			0.6	1.8
Percent Difference: School Site/ State			-28.4	-3.0

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to insure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas. Before and after school tutoring for at risk and EL students may also be available through Title I funding.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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 may 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.