



# Amargosa Creek Middle School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Lancaster School District**

44711 Cedar Avenue  
Lancaster, CA 93534  
(661) 948-4661  
www.lancsd.org

### **District Governing Board**

Keith Giles, President

Diane Grooms, Vice President

Duane Winn, Clerk

Sandra Price, Member

Greg Tepe, Member

### **District Administration**

Dr. Michele Bowers  
**Superintendent**

Lexy Conte

**Deputy Superintendent  
Human Resources Services**

Bart Hoffman  
**Assistant Superintendent  
Educational Services**

Dr. Larry Freise  
**Assistant Superintendent  
Business Services**

Rebecca Cooksey  
**Assistant Superintendent  
Innovation & Technology Services**

### **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 in 6th grade a few electives and transitions between classes 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 2 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 180 students who have the opportunity to become accomplished musicians over the course of three years, starting in 6th grade. We also offer a zero period, so all students may have the option of an elective. 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. We also offer tier intervention classes in a small setting for students who need extra support. Through student quarterly goal setting, students use a rubric to determine their needs and set goals.

Our mission - Amargosa Creek's mission is to inspire all students to think critically, to communicate effectively, to collaborate meaningfully, and to be creative within a safe and comprehensive campus, where all students will become college and career ready.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	204
Grade 7	387
Grade 8	367
<b>Total Enrollment</b>	<b>958</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	28.3
American Indian or Alaska Native	0.6
Asian	1.3
Filipino	3
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.3
White	15.3
Two or More Races	3.4
Socioeconomically Disadvantaged	85.9
English Learners	8
Students with Disabilities	12.4
Foster Youth	2.3
Homeless	4.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Amargosa Creek	17-18	18-19	19-20
With Full Credential	49	44	41
Without Full Credential	0	3	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lancaster School	17-18	18-19	19-20
With Full Credential	◆	◆	540
Without Full Credential	◆	◆	64
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Amargosa Creek Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 adopted textbooks are in fair to new condition.

### Textbooks and Instructional Materials

Year and month in which data were collected: August, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6-8 McGraw Hill Study Sync / 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	6-8 McGraw Hill California Math 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Glencoe Science Focus On / 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	McGraw Hill Impact California / 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### 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, 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.

**Deferred Maintenance Budget**  
 Although the State no longer requires a Deferred Maintenance contribution, Lancaster School District is still dedicated to maintaining the facilities for our students. These expenditures would include but not be limited to roofing, plumbing, heating, air conditioning, electrical, painting, and flooring. For the 2019-20 school year, the district has budgeted \$940,000 for deferred maintenance projects.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	38	32	31	50	50
Math	21	23	17	18	38	39

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

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	19.9	30.1	34.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	987	957	96.96	38.35
Male	495	475	95.96	32.21
Female	492	482	97.97	44.40
Black or African American	281	273	97.15	27.84
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67	54.55
Filipino	27	27	100.00	70.37
Hispanic or Latino	471	464	98.51	39.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	142	93.42	45.07
Two or More Races	35	31	88.57	51.61
Socioeconomically Disadvantaged	840	817	97.26	35.13
English Learners	161	158	98.14	32.28
Students with Disabilities	124	114	91.94	1.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	27	26	96.30	19.23
Homeless	77	70	90.91	9.09

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	985	959	97.36	22.63
Male	493	477	96.75	21.80
Female	492	482	97.97	23.44
Black or African American	280	271	96.79	11.44
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	41.67
Filipino	27	27	100.00	70.37
Hispanic or Latino	471	466	98.94	23.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	151	143	94.70	28.67
Two or More Races	35	31	88.57	29.03
Socioeconomically Disadvantaged	838	818	97.61	19.80
English Learners	161	160	99.38	16.25
Students with Disabilities	124	115	92.74	1.74
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	26	25	96.15	12.00
Homeless	76	70	92.11	7.89

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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
- Open House
- Parent Project
- GATE & AVID family nights
- School Site Council
- English Learner Advisory Committee
- African American Action Council
- PBIS Committee
- Quarterly Parent Conferences
- Welcome BBQ and Quarterly Parent Nights
- Coffee & Doughnuts with the Counselors
- Volunteering
- Parent Cohort with Family Ambassadors
- Drama Productions
- Band Concerts

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 State priority: School Climate (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
- Disaster and emergency procedures
- Incident Command System (ICS) responsibilities
- Teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime
- Emergency response procedures
- Bullying prevention, programs, and reporting procedures
- Suicide prevention policy and programs
- Threat assessment procedures
- Visitor policies and procedures
- School rules
- Equipment and supplies
- Communication systems

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	12.9	8.3	6.9
Expulsions Rate	1.1	0.4	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.1	6.1	5.2
Expulsions Rate	0.3	0.2	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

**Ratio\*\* of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	1:479

\* 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 number of pupils per counselor

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	1.0

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	30	26	1	18	41	15	5	18	43	14	4
Mathematics	28	8	29	18	24	16	39	7	23	24	32	6
Science	28	6	15	9	24	11	14	8	25	11	11	8
Social Science	26	8	17	6	24	9	21	2	24	10	19	3

\* 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**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	26

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, Writing Instruction, Coaching, Direct Instruction, Conceptual Development, Building Academic Vocabulary, Culturally Responsive Teaching and Learning (including Capturing Kids Hearts), 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 in-services 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 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 in-services 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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,227	\$45,741
Mid-Range Teacher Salary	\$78,094	\$81,840
Highest Teacher Salary	\$103,314	\$102,065
Average Principal Salary (ES)	\$131,661	\$129,221
Average Principal Salary (MS)	\$128,788	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$219,000	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 ensure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas and details the actions associated with meeting the specific needs of English Learners, foster and homeless youth, and low-income students. Before and after school tutoring for at risk and EL students is available through Title I funding.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,500	\$2,192	\$6,308	\$84,831
District	N/A	N/A	\$6,247	\$82,064.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.0	6.3
School Site/ State	-31.9	4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.