



# Olive Peirce Middle School

1521 Hanson Ln. • Ramona, CA 92065-3306 • (760) 787-2400 • Grades 7-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Ramona Unified School District

720 Ninth St.  
Ramona, CA 92065  
760-787-2000  
<http://www.ramonausd.net>

#### District Governing Board

Dawn Perfect, President  
Daryn Drum, Vice President  
Rodger Dohm  
Kim Lasley  
Bob Stoodly

#### District Administration

Anne Staffieri, Ed.D  
**Superintendent**  
Theresa Grace  
**Assistant Superintendent of  
Education Services**  
Joel Garcia, Ed.D  
**Assistant Superintendent of  
Human Resources**  
Rina Seifts  
**Assistant Superintendent of  
Administrative Services**

### Principal's Message

Welcome to the OPMS Professional Learning Community. Our PLC is characterized by a collaborative culture where teams work together toward a shared vision of ALL students learning. All certificated and classified staff belongs to a team, and is expected to work interdependently to achieve our common goals of continuous improvement. We are passionately committed to ensuring ALL students learn at high levels, and we believe in each student's capacity to succeed.

The driving engine of our collaborative culture is the TEAM. All students and teachers are members of a Horizontal and a Vertical Team. Teams use data and collaborative inquiry to focus on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty?

Olive Peirce Middle School was built in 1985, and serves over 840 7th and 8th-grade students. There are thirty-six classrooms, a television studio, band and STEM rooms.

OPMS received the "Distinguished School Award" in 2013, and was re-designated as a "National Schools to Watch" in 2015 & 2017. Additionally, OPMS was honored with the California Gold Ribbon Award in 2015 for our stellar school practices. These designations reflect the hard work and dedication of the teachers and staff to promote equity, rigorous instruction, and progress!

Pauline Leavitt, Principal

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	2
Grade 6	5
Grade 7	390
Grade 8	401
<b>Total Enrollment</b>	<b>798</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.3
Asian	0.8
Filipino	0.5
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	0.1
White	56.6
Two or More Races	2.6
Socioeconomically Disadvantaged	39.6
English Learners	9.5
Students with Disabilities	16
Foster Youth	0.1

## 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			
Olive Peirce Middle School	15-16	16-17	17-18
<b>With Full Credential</b>	36	36	32
<b>Without Full Credential</b>	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Ramona Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	238
<b>Without Full Credential</b>	♦	♦	10
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Olive Peirce Middle School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	2

\* "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 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts Holt – 1st Course 2003 Handbook Holt - 1st Course Literature & Language Arts Holt – 2nd Course 2003 Handbook Holt – 2nd Course  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Core Connections Courses 2,3 CPM 2015 Introduction to Algebra McDougal Littel (CA Pre-Algebra) 2009 Algebra 1 McDougal Littel (Structure & Method) 2001 Geometry Larson, Boswell, Stiff 1998 Mathematics McDougall Littel (Concepts & Skills) 2001 Mathematics Holt (Pre-Algebra) 2009  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Life Science Holt 2008 California Physical Science Holt 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Medieval and Early Modern Times McGraw Hill, Glencoe 2006 The American Journey to World War I McGraw Hill, Glencoe 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District’s maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Replace or remove torn blackout curtains; remove and replace discolored ceiling tiles; PAC is in need of new bathroom flooring and wall tiling. This work is planned to be started in the 17-18 school year and continue into the next school year. In general, the grounds needs to be swept and cleaned on a regular basis.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Exterior grounds and entry to the PAC need to be repaired and cleaned. This work is planned to be started in the 18-19 school year.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	58	55	53	52	48	48
Math	38	42	38	38	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	74	74	66	67	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.2	18.6	45.3

\* 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	424	419	98.8	74.2
Male	227	224	98.7	71.0
Female	197	195	99.0	78.0
Black or African American	11	11	100.0	81.8
Hispanic or Latino	145	144	99.3	61.8
White	250	246	98.4	81.7
Socioeconomically Disadvantaged	173	171	98.8	63.2
English Learners	20	19	95.0	10.5
Students with Disabilities	54	54	100.0	27.8

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	784	773	98.6	55.25
Male	417	412	98.8	50.36
Female	367	361	98.37	60.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	297	99.33	41.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	433	425	98.15	65.33
Two or More Races	24	23	95.83	39.13
Socioeconomically Disadvantaged	322	313	97.2	43.09
English Learners	159	158	99.37	24.68
Students with Disabilities	136	131	96.32	11.54
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics  
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	782	769	98.34	42.13
Male	417	410	98.32	42.44
Female	365	359	98.36	41.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	298	297	99.66	29.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	432	422	97.69	50.71
Two or More Races	24	22	91.67	36.36
Socioeconomically Disadvantaged	320	311	97.19	27.97
English Learners	159	159	100	14.47
Students with Disabilities	136	130	95.59	4.62
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

Amber Webster is our PTSA president. Our Maria Sterling Family Resource Center is located on campus, and is open to parents and community members all day. Parents can find resources on adolescent issues, brain research and learning, and parenting presentations. Parents regularly offer their support as chaperones during dances, field trips, Washington DC trip, 8th grade Harbor Cruise, and a variety of other events and activities. Parents also act as coaches for Science Olympiad teams, and are presenters for Women in Math and Science. Parents are also involved in School Site Council and our English Language Advisory Committee.

#### **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**

Value Number One: "We believe in a safe and caring environment..." is visible every day on campus. We enforce a closed campus; all visitors sign in at the office and wear identification badges while on school grounds. Our Campus Safety Team builds and sustains a culture where students and staff feel safe and connected to our school community. Our Safety Plan is evaluated annually by the School Safety Team and updated as needed.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	5.4	6.1	9.1
Expulsions Rate	0.0	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	2.8	3.2	3.3
Expulsions Rate	0.0	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		27

#### Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.0
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0.75
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	33	28	8	1	10	8	11	10	18	14	14
Mathematics	27	33	27	8	1	5	12	7	7	13	17	5
Science	36	32	32				2	12	13	20	11	11
Social Science	36	32	32				2	16	16	20	7	8

\* 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

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the new state standards and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development is in the following areas:

- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- Instructional Focus Leadership/Improvement Science
- Technology Integration

Olive Peirce Middle School believes in working and learning together. Our teachers have common prep times to enable them to plan and work together on units of study, analyzing data, and creating instructional moves to help every student succeed. As a school, we collaborate twice a month as a team to work and learn around the areas of literacy and math, review student data for intervention supports, and to provide opportunities for training in the area of technology. Additionally, the OPMS staff attends the county office trainings and off site conferences to help our teams master their craft and be

prepared for the new state standards. For the past four years, we have been dedicated to supporting our math teachers in their quest of teaching integrated math with fidelity and rigor and this year we are beginning the journey of rolling out the Next Generation Science Standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,153	\$46,511
Mid-Range Teacher Salary	\$70,551	\$73,293
Highest Teacher Salary	\$93,050	\$92,082
Average Principal Salary (ES)	\$113,411	\$113,263
Average Principal Salary (MS)	\$127,965	\$120,172
Average Principal Salary (HS)	\$140,289	\$131,203
Superintendent Salary	\$200,591	\$213,732
Percent of District Budget		
Teacher Salaries	34%	36%
Administrative Salaries	6%	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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,902	\$953	\$4,949	\$77,445
District	♦	♦	\$5,375	\$72,283
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-7.9	0.2
Percent Difference: School Site/ State			-24.7	4.0

\* Cells with ♦ do not require data.

### Types of Services Funded

We believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, RUSD has a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Students Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Home Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

### 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.