



# Olive Peirce Middle School

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

Pauline Leavitt, Principal  
pleavitt@ramonausd.net  
<http://opms.ramonausd.net>

## 2017-18 School Accountability Report Card Published During the 2018-19 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 Stody

#### District Administration

Anne Staffieri, Ed.D  
**Superintendent**  
Theresa Grace  
**Assistant Superintendent of  
Education Services**  
Joel Garcia, Ed.D  
**Assistant Superintendent of  
Human Resources**  
Rena 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 866 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	1
Grade 7	421
Grade 8	390
Ungraded Secondary	1
<b>Total Enrollment</b>	<b>813</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	0.5
Filipino	0.4
Hispanic or Latino	36.3
Native Hawaiian or Pacific Islander	0.1
White	56.8
Socioeconomically Disadvantaged	43.4
English Learners	10.2
Students with Disabilities	14.8
Foster Youth	0.4

## 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	16-17	17-18	18-19
With Full Credential	36	32	33
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Ramona Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	244
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Olive Peirce Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	2	0

\* 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 2018-19)

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	My Perspectives English Language Arts 7 My Perspectives English Language Arts 8  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	California Life Science Holt 2008 California Physical Science Holt 2008  <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	Medieval and Early Modern Times McGraw Hill, Glencoe 2006 The American Journey to World War I McGraw Hill, Glencoe 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> 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: 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	Poor	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	Good	
<b>Electrical:</b> Electrical	Fair	Ballast need to be replaced

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>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Several leaky faucets. Bathrooms need overall upgrade
<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	Fair	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>Fair</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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	55.0	55.0	52.0	51.0	48.0	50.0
<b>Math</b>	42.0	39.0	38.0	37.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	16.5	23.2	34.7

\* 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.

**School Year 2017-18 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>
<b>All Students</b>	812	797	98.15	55.08
<b>Male</b>	443	436	98.42	47.94
<b>Female</b>	369	361	97.83	63.71
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	286	283	98.95	38.87
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	469	458	97.65	65.94
<b>Two or More Races</b>	39	38	97.44	47.37
<b>Socioeconomically Disadvantaged</b>	355	351	98.87	41.03
<b>English Learners</b>	168	168	100.00	20.83
<b>Students with Disabilities</b>	114	111	97.37	11.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	812	792	97.54	38.64
Male	443	434	97.97	37.1
Female	369	358	97.02	40.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	286	281	98.25	23.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	470	456	97.02	49.56
Two or More Races	39	38	97.44	21.05
Socioeconomically Disadvantaged	356	346	97.19	25.72
English Learners	168	167	99.4	11.38
Students with Disabilities	115	109	94.78	8.26
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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Amber Webster is our PTSA president. 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	2015-16	2016-17	2017-18
Suspensions Rate	6.1	9.1	6.4
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	3.3	3.6
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**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 (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	433

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	25.0	27.0	10	11	9	10	13	8	14	11	16
Mathematics	27.0	25.0	29.0	5	6	8	7	5	5	5	7	18
Science	32.0	33.0	34.0				13	7	3	11	15	19
Social Science	32.0	34.0	35.0				16	6	2	8	16	19

\* 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
- Social-Emotional Learning
- Technology Integration

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,017	\$47,547
Mid-Range Teacher Salary	\$72,033	\$74,775
Highest Teacher Salary	\$95,004	\$93,651
Average Principal Salary (ES)	\$115,793	\$116,377
Average Principal Salary (MS)	\$130,652	\$122,978
Average Principal Salary (HS)	\$143,235	\$135,565
Superintendent Salary	\$215,000	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

\* 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

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 <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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6255	\$1406	\$4848	\$71,632
District	◆	◆	\$5504	\$71,367
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-12.7	0.4
Percent Difference: School Site/ State			-38.0	-6.6

\* Cells with ◆ 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.