

A. M. Thomas Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	A. M. Thomas Middle School
Street	20979 Lobos Court
City, State, Zip	Lost Hills, CA 93249
Phone Number	661.797-2632
Principal	Veronica Sanchez-Gregory
E-mail Address	vegrego@losthills.k12.ca.us
Web Site	
CDS Code	15-63594-6102792

District Contact Information	
District Name	Lost Hills Union School District
Phone Number	(661) 797-2941
Superintendent	Harrison Favereaux
E-mail Address	hafaver@losthills.k12.ca.us
Web Site	www.losthills.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Superintendent's Message

Lost Hills Union School District is guided by the goal of providing the best schools possible. To reach this goal, the District has committed to three objectives. First objective is high levels of student achievement consisting of academics, and citizenship. Second objective is safety which promotes learning. The third objective is professional growth for staff to meet the changing needs in education. These goals are incorporated into the district's vision and mission statements, and emphasized during our meetings with staff and parents. Being the best school possible allows students to be successful in academics, citizenship and in their careers.

Community and District Profile

The Lost Hills Union School District was formed in 1940 from antecedents dating to 1885. Located in rural northwestern Kern County, approximately 45 miles from the central Bakersfield area. The District covers 501 square miles and is composed of mostly large farms. The District maintains two schools, Lost Hills Elementary School (grades TK-5), and A.M. Thomas Middle School (grades 6-8). During the 2013-14 school year, Lost Hills Union School District had a total enrollment of 563 students. A.M. Thomas Middle School had a total enrollment of 147 students. Additionally, A.M. Thomas Middle School's 2013-14 student population consisted of 99.3% Socioeconomically Disadvantaged, 50% English Learners, and 7.9% Students with Disabilities.

The staff at A.M. Thomas Middle School is dedicated to providing students a challenging academic program that promotes individual and community responsibility. Each year our students gain experiences that prepare them to become successful contributors to society. The instructional focus is geared towards the English Language Learner (ELL) program and the Migrant Sheltered English Program. These programs include hands-on project-based instruction, especially in the sciences.

. The goal at A.M. Thomas Middle School is to provide an excellent education through our dedicated teachers and administration.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	61
Grade 7	42
Grade 8	49
Total Enrollment	152

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	2.0
Filipino	0.0
Hispanic or Latino	98.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	99.3
English Learners	50.0
Students with Disabilities	7.9

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

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	9	8	27
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: 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 2014-15)

Year and month in which data were collected: September 2014

Lost Hills Union School District held a Public Hearing in September 2014 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

There is an adequate supply of textbooks for every student, including English Language Learners. Instructional materials for health, as well as science equipment are aligned with state standards and there is a sufficient supply. The chart below reflects the textbooks in use at A.M. Thomas Middle School during the 2013-14 school year.

The library is stocked with thousands of books that are available for students to check out. The library is staffed by a fulltime library clerk. Students visit the library on a regular basis and may also visit the library before and after school. The library contains six desktop computers that allow students to check out books and research information. In addition, Kern County provides a mobile book library that visits the Lost Hills Union School District once a week for half a day.

There are two computer labs on campus with 30 computers each. Students receive computer-assisted instruction on a weekly basis. Students have been trained on a variety of software programs including, Edusoft (Grades 2-8), Accelerated Reader (Grades 1-8), Accelerated Math (1-8), and word-processing application. ELL students have access to specific software that helps boost basic English skills.

Each classroom at Lost Hills Union School District has Internet access, and all teachers have their own computer. Teachers have access to a variety of audio and visual resources to enhance students' time spent in the classroom.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall (6-8) 2002 Sopris West Language! 2005	Yes	0
Mathematics	McDougal Littell (6) 2002 Concepts and Skills Course I Concepts and Skills Course II Algebra I Pre-Algebra	Yes	0
Science	Holt, Rienhart & Winston (6-8) 2007 Earth Science Life Science Physical Science	Yes	0
History-Social Science	Holt, Rienhart & Winston (6-8) 2006 Ancient Civilization Modern World History U.S. History	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lost Hills Union School District places a strong emphasis on ensuring the safety of all students and staff members. The school's maintenance/ custodial staff of five keeps the facilities in compliance with all federal and state health and safety regulations. The K-8 campus is currently comprised of 36 classrooms, one staff room, a library, a media learning center, a multipurpose room, a fitness center, two computer labs, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

Cleaning Process

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

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 highest priority to emergency repairs. At the time this report was published, 100% of restrooms on campus were in good working order.

Deferred Maintenance Budget

Lost Hills Union School District participates in the School Deferred Maintenance Program. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the current school year (2014-15), Lost Hills Union School District budgeted \$18,000.00 for the deferred maintenance program. This represents .37% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
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 Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	60	50	41	51	41	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Student at the School	50
Male	56
Female	41
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	29
Students with Disabilities	
Students Receiving Migrant Education Services	46

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	44	36	40	40	33	54	56	55
Mathematics	30	53	52	49	61	51	49	50	50
History-Social Science	57	72	35	57	72	35	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	20	27	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	27	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	20	26	-11
English Learners	36	36	0
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.3	24.4	34.1

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.

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 (Most Recent Year)

Parents and the community are very supportive of the education program at A.M. Thomas Middle School. Parents volunteer in classrooms, for special events, fund-raisers, and field trips as chaperones. Parents can participate in various school/district committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (MPAC).

Parents may also participate in a variety of school activities such as Back-To-School Night, Open House, Parent-Teacher Conferences, Awards Assemblies, Extra-Curricular and Athletic Events, Fall Parade, Winter Program, and Parent Education meetings.

The school informs parents of student progress through Progress Reports, Report Cards, Parent Conferences requested by parents or teachers, Teacher/Principal letters, and Telephone calls.

Local community partners that have helped out with funding at Lost Hills Union School District include Chevron, Paramount Farms Inc.

Contact Person: Verónica Sánchez-Gregory
Principal

Contact Phone Number: (661) 797-2632

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.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	5.1	8.8	0.0	2.0	3.5	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

A comprehensive school safety plan is in place to ensure a secure, peaceful, and clean environment for the school community. The plan is reviewed each fall by the Safety Committee, which consists of the Superintendent, Assistant Superintendent, Principal maintenance/custodial staff, and selected school staff. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire, earthquake, and intruder, are conducted monthly.

At A.M Thomas Middle School every effort is made to ensure students are monitored while on campus throughout the school day. Faculty members, administrators, and yard duty monitors are responsible for supervising students before and after school, at recess and during lunch. All visitors are required to check in and sign out at the office and wear a badge at all times.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.6	7	8	1	11	21	6		12	18	5	
Mathematics	17.7	4	2	0	15	4	3		15	4	2	
Science	26.3	1	3	0	17	2	4		15	4	2	
Social Science	26.3	1	3	0	17	2	4		15	4	2	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist		---
Other		---

Note: Cells with "----" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,755.55	\$4,212.74	\$4,542.81	\$55,279
District	---	---	\$4,542.81	\$55,131
Percent Difference: School Site and District	---	---	0.0	-3.0
State	---	---	\$4,690	\$57,931
Percent Difference: School Site and State	---	---	-16.7	-20.4

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received state and federal categorical funding for the following support programs:

- Special Education
- Title I Part A: Basic Grant
- Title II Part A: Teacher Quality
- Title III Part A: Immigrant
- Title III Part A: LEP
- Migrant Education
- Program Improvement
- Common Core

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,645	\$38,970
Mid-Range Teacher Salary	\$57,383	\$56,096
Highest Teacher Salary	\$69,555	\$71,434
Average Principal Salary (Elementary)	\$91,434	\$91,570
Average Principal Salary (Middle)	\$0	\$97,460
Average Principal Salary (High)	\$0	\$99,544
Superintendent Salary	\$121,000	\$107,071
Percent of Budget for Teacher Salaries	25	36
Percent of Budget for Administrative Salaries	6	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Staff members build teaching skills and concepts through participation in conferences, workshops, and grade level collaboration throughout the year. For the past three years, the district offered three full day staff development days and 13 part day staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers also have the opportunity to participate in out of district professional development throughout the school year. Topics for staff development for 2013-14 school year included:

- Professional Learning Communities at Work
- Common Core Implementation
- Explicit Instruction to Maximize Student Learning
- Explicit Direct Instruction- English Language Learners Common Core Focus
- Developmental English Proficiency
- English Language Development
- Bullying Prevention