

**Daniel Lewis Middle School**  
**School Accountability Report Card**  
**Reported for School Year 2002-2003**  
*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Lewis (Daniel) Middle	<b>District Name</b>	Paso Robles Joint Unified
<b>Principal</b>	Richard A. Oyler, Ph.D.	<b>Superintendent</b>	Patrick J. Sayne, Ed.D.
<b>Street</b>	900 Creston Road	<b>Street</b>	800 Niblick Road
<b>City, State, Zip</b>	Paso Robles, CA 93447-	<b>City, State, Zip</b>	Paso Robles, CA 93447-7010
<b>Phone Number</b>	(805) 237 - 3450	<b>Phone Number</b>	(805) 238-2222
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<b>E-mail Address</b>	<a href="mailto:royler@king.prps.k12.ca.us">royler@king.prps.k12.ca.us</a>	<b>E-mail Address</b>	<a href="mailto:psayne@king.prps.k12.ca.us">psayne@king.prps.k12.ca.us</a>
<b>CDS Code</b>	40-75457-6113096	<b>SARC Contact</b>	Sheldon K. Smith, Ed.D.

**School Description and Mission Statement**

Whether it is the band marching in the Pioneer Day Parade, the play of our basketball teams, or our students' achievement on district and state mandated tests, our efforts are focused on ever increasing excellence in student achievement. Our school offers all students a core academic program including daily: mathematics, science, language arts, history, physical education and computer education. In addition to the core academic program, students may choose from a

wide variety of exploratory classes including band, choir, music, life skills, Spanish, health, and technology, amongst others.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	<b>Richard A. Oyler, Ph.D.</b>	<b>Contact Person Phone Number</b>	<b>805.237.3450</b>
<p>We are indebted to our very supportive and involved community. There are many opportunities for parents and community to be involved in the school’s academic and extracurricular activities. We are proud of our active PTO and the various booster organization’s partnerships, which have contributed thousands of volunteer hours. We appreciate the ongoing support we receive from our local businesses and foundations. The community takes pride in being involved in a wide variety of school activities. Student events are attended by supporters from all segments of the community, including merchants, school children, retirees, neighbors, parents and friends. Working together with our parents and the community, we are dedicated to preparing our students for higher education or entry into the workforce.</p>			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	0
Grade 2	0	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	290		
Grade 7	226		
Grade 8	221		
Ungraded Elementary	21	<b>Total Enrollment</b>	<b>758</b>

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported

by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	13	1.7	Hispanic or Latino	231	30.5
American Indian or Alaska Native	9	1.2	Pacific Islander	1	0.1
Asian	6	0.8	White (Not Hispanic)	493	65.0
Filipino	5	0.7	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	May 2003	Date Last Discussed with Staff	May 2003
<p>Safe School and Emergency Response Plans are on file at our school and the district office. Plans are regularly reviewed, and staff is trained annually. Evacuation drills are held on an ongoing basis, and staff members using dangerous chemicals also receive training.</p> <p><b>There are four key elements of a safe school plan:</b></p> <ul style="list-style-type: none"> <li>• Safe schools are caring schools. Students in safe schools feel respected and know that the people care about them and expect them to succeed.</li> <li>• Safe schools are built through the cooperative effort of parents, students, staff and community members.</li> <li>• Safe schools communicate high standards. Students know that learning and achievement is encouraged and highly valued.</li> <li>• Safe schools are prepared. Ongoing training opportunities allow students and staff to increase their opportunity to deal with conflict, anger and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism.</li> </ul>			

### School Programs and Practices that Promote a Positive Learning Environment

### **Climate for Learning**

Basic Rights: Every student has the right to learn. Every teacher has the right to teach. Every member of our school community has the right to a safe school environment. Core Values: Caring, Trust, Respect, Responsibility, Family

#### **School-wide Rules:**

- *Zero tolerance for bullying and violent behavior*
- *Be an active listener*
- *Be on time and prepared*
- *Complete and turn in all assignments by the due date*
- *Be respectful and courteous*
- *Respect school and personal property*
- *Do not disrupt the learning and teaching process by engaging in any inappropriate activity*
- *Comply with all reasonable requests and follow directions*
- *Willful disobedience, defiance, and disrespect toward adults at school will not be tolerated*
- *Do not detract from the learning and teaching environment by bringing to school: skateboards, electronic devices, gum or any detracting objects*
- *Abusive or threatening language, obscene gestures, aggressive posturing, or any form of intimidation will not be tolerated*
- *Dress in a manner which meets the Standards of Dress and Grooming for modesty and safety.*

#### **Grades and Absences**

Grades and absences are monitored to identify students who need extra help. Appropriate intervention can take place through student and parent counseling, trained volunteer advisors, guided support groups, group and individual education on substance abuse, child abuse issues, and parenting education.

#### **Some of the Program Highlights Lewis Middle School has to offer students:**

- A Community of Caring School
- Teen Extreme Program at Centennial Park
- Special Day Class, plus resource services
- Gifted and Talented (GATE) program in grades 6 through 8
- County special needs classes located on this campus
- Modern campus
- Experienced caring staff
- Student recognition programs
- State-of-the-art technology lab
- Well-equipped science labs
- Technology-assisted life skills lab

- Visual and performing arts curriculum
- Award-winning band and choir
- Special needs students integrated
- Athletic program for girls and boys
- DARE substance abuse prevention program
- After-school homework club
- Renaissance Program
- Student Study Team
- School Site Council
- Parent/family group-PTO/DELL
- Teen Extreme at Centennial Park
- Parent conferences twice a year
- Positive relationships with various agencies and community groups

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	125	136	148	652	833	939
<b>Rate of Suspensions</b>	20%	22%	20%	11%	13%	14%
<b>Number of Expulsions</b>	5	3	10	45	44	46
<b>Rate of Expulsions</b>	1%	1%	2%	1%	1%	1%

## School Facilities

The Lewis campus includes: 25 general classrooms, 3 science labs, an art room, a life skills room, a music keyboard lab, technology lab, a computer lab, a band and choir room, a P.E. locker room and activity building, a cafeteria/multipurpose room, and a library. In the 2000-2001 school year, a new gymnasium was built. Also located on the Lewis site are three special education classrooms administered by the County Office of Education. The buildings and grounds are well maintained and clean at all times. Vandalism is rare, but when it occurs, it is quickly remedied. The campus is not fenced, but school personnel are vigilant in their effort to control who comes onto the campus. All areas of the campus are supervised by paid staff before school, during breaks, and after school. All visitors to the campus are required to register at the office and wear a visitor's badge to facilitate the control of unauthorized visitors.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	43	45	44	35	38	38	30	32	35
Mathematics		42	51		35	40		31	35
Science			0		32	27		30	27
History/Social Science			26		35	30		28	28

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	46				24		53
Mathematics	62				31		59
Science							
History/Social Science					18		31

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	41	49	9	29	50	11	47	
Mathematics	53	47	13	38	55	13	54	
Science	0				0	0		
History/Social Science	24	29	9	18	29	3	30	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	63	65	57	50	52	48	44	45	43
Mathematics	65	72	58	58	62	53	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	54				35		67
Mathematics	62				39		67

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	53	61	18	42	62	15	60	
Mathematics	59	57	18	41	65	10	62	

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
6	41	53	43.5	42	42	45	42		
7	53	45	48.9	48	47	33	44		
8	39	54	48.6	59	59	54			

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				15.3	20.0	11.2	23.8	25.2	22.3
7	35.5	38.4	33.6	32.0	33.9	30.1	27.8	29.6	26.0
9				34.5	27.5	40.4	24.8	23.3	26.2

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	98	99	100	Percent Tested	99	100	100
API Base Score	689	742	746	API Growth Score	743	764	752
Growth Target	6	3	3	Actual Growth	54	22	6
Statewide Rank	6	8	8				
Similar Schools Rank	3	6	9				

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			

<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino</b>				<b>Filipino</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>API Base Score</b>	579	642	689	<b>API Growth Score</b>	635	698	665
<b>Growth Target</b>	5	2	2	<b>Actual Growth</b>	56	56	-24
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>API Base Score</b>	733	784	771	<b>API Growth Score</b>	790	792	794
<b>Growth Target</b>	5	2	2	<b>Actual Growth</b>	57	8	23

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>	548	647	663	<b>API Growth Score</b>	643	673	675
<b>Growth Target</b>	5	2	2	<b>Actual Growth</b>	95	26	12

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
<b>Recognition for Achievement (Title 1)</b>	No	No	No	<b>Number of Schools Identified for Program Improvement</b>	0	0	2

<b>Identified for Program Improvement (Title 1)</b>	No	No	No	<b>Percent of Schools Identified for Program Improvement</b>	0.0	0.0	14.3
<b>Exited Title 1 Program Improvement</b>	No	No	No				
<b>Years Identified for Program Improvement</b>							
<b>California Programs</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>				
<b>Eligible for Governor's Performance Award</b>	Yes	Yes	No				
<b>Eligible for II/USP</b>	No	---	---				
<b>Applied for II/USP Funding</b>	No	---	---				
<b>Received II/USP Funding</b>	No	---	---				

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

<b>Groups</b>	<b>School</b>			<b>District</b>		
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>All Students</b>	---	---	Yes	---	---	Yes
<b>African American</b>	---	---	N/A	---	---	Yes
<b>American Indian or Alaska Native</b>	---	---	N/A	---	---	N/A
<b>Asian</b>	---	---	N/A	---	---	N/A
<b>Filipino</b>	---	---	N/A	---	---	N/A
<b>Hispanic or Latino</b>	---	---	Yes	---	---	Yes
<b>Pacific Islander</b>	---	---	N/A	---	---	N/A
<b>White (not Hispanic)</b>	---	---	Yes	---	---	Yes

<b>Socioeconomically Disadvantaged</b>	---	---	Yes	---	---	Yes
<b>English Learners</b>	---	---	No	---	---	No
<b>Students with Disabilities</b>	---	---	N/A	---	---	Yes

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	24.80		5		24.50		6					
K-3												
3-4												
4-8												
Other	26.64	1	10		32.00		2					

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001		2002		2003	
	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+
<b>English</b>					24.92	1	12		25.48	6	15	
<b>Mathematics</b>	28.50		13	1	27.71	1	13		27.25	1	14	1
<b>Science</b>	28.29	2	12		29.50		14		29.67		12	3
<b>Social Science</b>	29.00		1		26.57		14		26.50	4	12	

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
<b>K</b>			
<b>1</b>			
<b>2</b>			
<b>3</b>			

## VI. Teacher and Staff Information

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	31	31	36
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	30	30	36
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	1	

<b>Teachers with Waivers</b>			
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(does not have credential and does not qualify for an Emergency Permit)

### **Highly Qualified Teachers**

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### **Professional Qualifications of Teachers**

Providing high quality instruction is crucial. Our teachers are recognized throughout the county for their knowledge and expertise. Our staff is fully credentialed to teach within their subject or specialty areas. More than thirty percent of our teaching staff holds education credentials of a master's degree or above. To honor our outstanding teaching professionals, our elementary schools have been named after former educators in the community. Many of these educators continue to remain active volunteers at their "namesake" schools.

### **Teacher Evaluations**

Teachers and administration collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. The evaluation may include instructional techniques, adherence to the curriculum, the learning and environments, and other assigned professional duties, as well as monitoring student progress. A formal evaluation includes teacher/administrator conferences, goal setting, classroom observations, and a written evaluation. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvements with the teacher. The principal is evaluated every year by a central office supervisor.

### **Substitute Teachers**

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By State law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. On rare occasions when substitutes are unavailable, administrators and other properly credentialed staff are

assigned to cover classes.

### **Counselors and Other Support Staff**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	1.5
<b>Librarian</b>	1
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>
2	318.50

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

#### **Instructional Program/Standards**

Paso Robles Public Schools has a high quality instructional program. Course descriptions in math, reading/language arts, science, and social studies are aligned with current state frameworks. The textbooks and programs used in these core curriculum areas were all adopted for use by the California State Board of Education. Following the adoption of state standards in mathematics, science, history, social science and language arts, in the district has been in the process of aligning the district grade level standards to the state standards. A well-trained and

dedicated staff works to assist students in meeting the grade-level standards. A wide variety of elective courses are also offered to students. Wherever possible, state and national documents are used to develop elective courses. Staff also seeks out exemplary demonstration programs for middle school students. Textbooks and core instructional materials are provided to all students.

#### **Leadership**

Daniel E. Lewis Middle School's administrative team is made up of a principal and one assistant principal who oversee the implementation of the district-approved curriculum, and who supervise and evaluate the certificated and classified staff. The school leadership team includes nine department chairpersons, two counselors and grade level collaborative groups. Our staff of thirty classroom teachers works to ensure that student learning is at the center of all instruction and assessment. All teachers have completed a variety of graduate work, and many hold advanced degrees and/or teaching certificates in a variety of subject areas. The classified support staff includes a school secretary, a campus supervisor, seven instructional assistants, four clerks, custodial and cafeteria workers. Every effort is made to identify students with special needs and to provide a placement for them which meets their individual needs. Services available for special-needs students include: Special Day Class, Resource Specialist direct instruction and collaboration, Title I services, Student Study Team, Opportunity Class, ESL support, and GATE. We also have additional services available through referrals to Healthy Start, County Health Department, and other service agencies.

## **Professional Development**

#### **Training/Professional Growth**

At Paso Robles Public Schools, there is a comprehensive training and professional renewal program for teachers, administrators, and support staff. In addition, all new teachers are offered district and site training. Topics included in the New Teacher Orientation are classroom management and discipline, district curriculum overview, curriculum planning, and how to access available resources.

#### **Beginning Teacher Support and Assessment (BTSA)**

Our new teachers are assisted by district BTSA support providers. These are veteran teachers who help shepherd our new teachers through their beginning years in the profession.

#### **Staff Development Days**

We continued our focus on Reciprocal Teaching this year, and also emphasized the use of student data in instructional planning. Reciprocal Teaching training has been shown to be highly effective with middle school students and is especially helpful in improving reading skills. Over the course of the school year, teachers will have a chance to observe experts performing model lessons and then be given feedback as they use these techniques in their classrooms. Workshops were also provided to paraeducators based on job function. Besides professional development days, teachers received training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team. We encouraged staff to participate in in-services, workshops, seminars, and conferences they selected to improve their knowledge and skills.

## **Quality and Currency of Textbooks and Other Instructional Materials**

Paso Robles Joint Unified School District adopts textbooks on a seven-year cycle, ensuring that textbooks will be current and reflect the state curriculum guide. All students are provided with textbooks and materials needed to meet the district-adopted curriculum. Textbooks are checked out to students for home use. A class set of textbooks is provided in each classroom. In the 2000-01 school year, new state-adopted textbooks for science and social studies were purchased to be implemented in the 2000-2001 school year. In addition, a major purchase of reference materials was made including new maps, globes, dictionaries, and thesauri. In preparation for the 2000-2001 school year a new Algebra I textbook was selected for grade 8.

### Educational Technology

Educational technology is utilized throughout every department at Lewis Middle School to enhance the district-adopted curriculum. All sixth graders receive one full year of basic keyboarding and computer instruction in our PC lab. Many seventh graders participate in our modern technology lab which includes electronics, pneumatics, mechanics, laser technology, industrial design, and other disciplines. Students in all grade levels apply technology as a regular part of their learning experience. A portion of the curricula in language arts, social studies, science and vocational training utilizes computers as a central tool in the learning process. All classrooms are wired for the Internet, and the Lewis library is equipped with a bank of computers set up to access the Internet and other resources.

### **Instructional Minutes**

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Instructional Minutes</b>		
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	36,200	36,000
<b>1</b>	50,480	50,400
<b>2</b>	50,480	50,400
<b>3</b>	50,480	50,400
<b>4</b>	55,520	54,000
<b>5</b>	55,520	54,000
<b>6</b>	61,042	54,000
<b>7</b>	61,042	54,000
<b>8</b>	61,042	54,000
<b>9</b>	64,815	64,800
<b>10</b>	64,815	64,800
<b>11</b>	64,815	64,800
<b>12</b>	64,815	64,800

### **Continuation School Instructional Days**

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Instructional Days With At Least 180 Instructional Minutes		
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

### Total Number of Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school. In addition, at the K-8 levels, student minimum days are scheduled for 10 parent-teacher conference days during the school year.

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

**No data are available for this section**

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

**No data are available for this section**

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

**No data are available for this section**

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

**No data are available for this section**

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34714	35344
Mid-Range Teacher Salary	50967	55581
Highest Teacher Salary	65511	69990
Average Principal Salary (Elementary)	74059	86279
Average Principal Salary (Middle)	73655	
Average Principal Salary (High)	79726	
Superintendent Salary	108691	131273

<b>Percent of Budget for Teacher Salaries</b>	44.05	42.90
<b>Percent of Budget for Administrative Salaries</b>	5.24	5.64

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$43958228	\$6732	\$6770	\$6719

### Types of Services Funded

<p>Base Revenue Limit Per Student</p> <p>The figures below represent the revenue limit, which is the amount that the district receives from the state to educate our students. In the 2000-01 school year, that amount was \$5,068 per student.</p> <p><b><u>2000-01-Expenditures/Special Projects</u></b></p> <p><i>The data below reflects expenditures for special projects for students at Daniel Lewis School.</i></p> <p><b>2000-01 K-3 Expenditures for Class Size Reduction</b></p> <p>Beginning in September 1996, Paso Robles Public School implemented class size reduction in grades 1 and 2. Since February 1997, class size reduction has been implemented in kindergarten and grade 3. For the 2000-01 school year, \$1,657,450 was spent for class size reduction for grades K-3.</p> <p><b>2000-01 K-8 District Spending</b></p> <p>For students in grades K-8, the following additional funds were spent in special categories:</p> <p>Economic Impact Aide . . . . . \$20,085</p> <p>Gifted and Talented . . . . . 10,031</p> <p>DSS (After-school Program) . . . . . 10,918</p> <p>School Improvement Program . . . . . 59,713</p> <p>Title VI (Chapter II) . . . . . 1,449</p> <p>Title I (Chapter I) . . . . . 37,102</p> <p><b>Other special grants expended on students at Lewis include:</b></p> <ul style="list-style-type: none"> <li>• Drug &amp; Tobacco Use Prevention</li> <li>• School Safety</li> </ul>
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- Eisenhower • Site Block Grant
- Library Materials • State Instructional Materials
- Middle School Demonstration Program • Student Academic Partnership Grant
- (*Staff Development Grant*) • Title I Enhancement
- Opportunity • Visual & Performing Arts Grant
- P. G. & E.

Emergency Immigrant Education . . . . .	\$43,134
Medi-Cal . . . . .	95,005
Preschool . . . . .	120,950
Tobacco Use Prevention Education (4-8) . . . . .	12,604