

Pomolita Middle School

740 North Spring St. • Ukiah, CA 95482-3937 • (707) 472-5350 • Grades 6-8

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



Ukiah Unified School District

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District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

The Ukiah Unified School District serves the communities of Ukiah, Redwood Valley, Hopland, Calpella, and Talmage, including unincorporated areas. The city of Ukiah is located 112 miles north of San Francisco on Highway 101. Ukiah is the county seat of Mendocino County. Ukiah School District services about 5740 students and is composed of six elementary schools, two middle schools, a continuation high school, a comprehensive high school and an adult school. Pomolita Middle School is located on a 15-acre site in the northwestern portion of Ukiah within the Ukiah city limits with a total student population of just under 800 students.

School Vision and Mission

The mission of Pomolita Middle School is to promote the academic, social and physical development of each student. The school community also believes that the development of each student's sense of citizenship as well as the responsibility for learning and appropriate behavior is central to successful transition to high school. The school community is dedicated to academic excellence, social awareness, and the encouragement of life-long learning.

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	212
Grade 7	306
Grade 8	301
Total Enrollment	819

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	5.6
Asian	0.9
Filipino	0.2
Hispanic or Latino	57.6
Native Hawaiian or Pacific Islander	0.1
White	32.8
Socioeconomically Disadvantaged	78.8
English Learners	24.7
Students with Disabilities	11.0
Foster Youth	2.1

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			
Pomolita Middle School	16-17	17-18	18-19
With Full Credential	36	33	35
Without Full Credential	4	6	3
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Pomolita Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 6: Study Sync, McGraw Hill School Education, Publisher, Adopted 4/12/18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Math Links (6-8), Adopted 4/14/16 Glencoe McGraw-Hill Pre-Algebra CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Algebra 1 CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Geometry CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Piloting 2018-2019: Illustrative Math, Open-up resources, Publisher The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	Focus on Earth Science, Life Science and Physical Science (Pearson Prentice Hall CA Science Explorer), Adopted 8/12/08 (6th-8th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for CA (Pearson Scott Foresman) Adopted 8/7/07 (5th grade) Glencoe California Series, Ancient Civilizations (6th grade), Adopted 6/20/06 Glencoe California Series, Medieval and Early Modern Times (7th grade), Adopted 6/20/06 Glencoe California Series, American Journey World War I (8th grade), Adopted 6/20/06 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
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)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 47 classrooms, a cafeteria, a gym, a library, a computer lab and an administration building. The main campus was originally the High School. Some of those buildings were torn down in 1976. The 500 wing was built in 1950 (8 classrooms). The gym was built in 1952. The Reading building was built in 1952 (9 classrooms). The cafeteria was built in 1956 and the SEM and Choir rooms were built in 1957 (28 classrooms). The new Administration building and Library were built after the High School buildings were torn down in 1976.

Over the years several portable buildings have been added to the campus. The Girl's locker room (a large portable building) was installed in 1967, three more portables in 1978 and one final in 1995. The 500 wing was modernized in 2007.

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 web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The campus was repainted during the summer of 2018.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Deferred Maintenance Projects

The reroofing of the SEM building is planned for the summer of 2019.

Technology Projects

Continued WiFi and camera updates have been made to accommodate technology in the classrooms.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

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
Science	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

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
ELA	37.0	30.0	35.0	36.0	48.0	50.0
Math	24.0	21.0	24.0	24.0	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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.9	26.3	15.8

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	795	773	97.23	30.27
Male	396	383	96.72	19.84
Female	399	390	97.74	40.51
Black or African American	--	--	--	--
American Indian or Alaska Native	39	39	100.00	15.38
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	461	446	96.75	22.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	263	258	98.10	44.96
Two or More Races	15	14	93.33	42.86
Socioeconomically Disadvantaged	619	598	96.61	23.08
English Learners	337	328	97.33	18.60
Students with Disabilities	74	71	95.95	2.82
Students Receiving Migrant Education Services	44	43	97.73	18.60
Foster Youth	16	15	93.75	13.33

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	796	776	97.49	21.13
Male	397	388	97.73	20.36
Female	399	388	97.24	21.91
Black or African American	--	--	--	--
American Indian or Alaska Native	40	39	97.5	7.69
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	461	446	96.75	12.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	263	259	98.48	35.14
Two or More Races	15	15	100	33.33
Socioeconomically Disadvantaged	620	602	97.1	15.12
English Learners	337	329	97.63	8.81
Students with Disabilities	75	72	96	4.17
Students Receiving Migrant Education Services	44	44	100	11.36
Foster Youth	16	15	93.75	6.67

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)

Parents are an integral part of our students' educational experience; therefore, many opportunities for parent involvement are available. The School Site Council is an advisory group of parent and school staff leaders, which meets regularly to provide input and assistance in making decisions that affect the entire school population. The English Language Advisory Committee focuses on the program and progress of our English language learners. Members of the ELAC group can also participate in the district level DELAC team. Athletic boosters and the Parent Teacher Organization (PTO) are active groups that promote and support extracurricular activities. Eighth grade parents meet to prepare the festivities of their students' promotion. Workshops are offered each year to provide information and education to parents. These education nights include topics that are current and relevant to middle school students and their parents. Teachers use Aeries, an online student information system program that parents can use to check grades, attendance, and communicate with teachers. Early student dismissals on Wednesdays allow staff to participate in Professional Learning Communities (PLCs). The PLCs provide opportunities for teachers to prepare units and assessments based on Common Core Standards. Eagle Peak teachers regularly participate in PLCs with Pomolita Middle School to collaboratively design and implement curriculum directly. Parents are encouraged and welcome to volunteer time in classrooms as well. We have two websites specifically for our parents and students. The student webpage is their designated homepage when they open up their Chromebook. It has school information, announcements, classroom projects and much more. Last year we added a Digital Media class where the announcements are recorded and posted on the student/parent pages. As part of our PBIS program, parent/student assemblies are held to celebrate student achievements as nominated by teachers on a quarterly basis. At the end of the school year Pomolita puts on three parent information nights about the articulation from the elementary schools to middle school. Parents learn about the classes offered, our sports program and very robust after school tutoring program.

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

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. This plan is updated annually.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	13.3	16.7	16.5
Expulsions Rate	0.9	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	6.9	8.8	8.7
Expulsions Rate	0.3	0.3	0.4
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)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	804

* 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	22.0	21.0	21.0	11	13	14	18	18	19			
Mathematics	19.0	4.0	24.0	13	6	5	18		19			
Science	24.0	24.0	26.0	7	6	4	17	18	17		1	
Social Science	23.0	25.0	25.0	10	5	9	14	19	14	1		

* 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

All staff -- certificated, classified and administrative -- is committed to ongoing professional growth. Early Wednesday dismissals allow staff to participate in Professional Learning Communities. The PLC provides an opportunity for teachers to prepare lessons and assessments that address the Common Core Standards. The early dismissal schedule provides teachers an opportunity to work closely and focus on the alignment of common core curriculum and student progress in each respective discipline. Leadership opportunities are provided for teachers who want to lead the professional growth of their colleagues and staff. As continued professional development these PLC's meet across content areas to create Cross Curricular Units. Through the District Leadership Network, professional growth is passed through trained teacher leaders who are responsible for informing and disseminating information to other staff. Teachers attend conferences on an ongoing basis and participate in both district and state level trainings in order to provide the best possible instructional practices that assure student success at all grade levels. Many of these trainings focus on technology integration for classroom instruction. With the District focus on Evidence-based writing to meet the needs for Common Core, there are training days for a cadre of teachers on writing. These teachers receive in-depth professional development and then present what they learned to the whole staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,421	\$47,547
Mid-Range Teacher Salary	\$64,290	\$74,775
Highest Teacher Salary	\$88,088	\$93,651
Average Principal Salary (ES)	\$105,924	\$116,377
Average Principal Salary (MS)	\$120,656	\$122,978
Average Principal Salary (HS)	\$131,246	\$135,565
Superintendent Salary	\$182,562	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6580	1772	4808	75570
District	◆	◆	8476	\$66,303
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-55.2	13.1
Percent Difference: School Site/ State			-38.8	-1.3

* 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.

Types of Services Funded

All students are provided with a core academic program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts, and Physical Education. In addition, identified students receive support services through categorical funds. Categorical funds, including Title I, Title VI, and SCG funds, provide after-school tutoring for students, English Learner support, social-emotional counseling, and instructional technology.

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.