

# Osprey Learning Center

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Osprey Learning Center
<b>Street</b>	159 Redwood Dr.
<b>City, State, Zip</b>	Miranda, CA, 95553-0188
<b>Phone Number</b>	707-943-3168
<b>Principal</b>	Jeff Landry
<b>E-mail Address</b>	<a href="mailto:jefflandry@sohumusd.com">jefflandry@sohumusd.com</a>
<b>Web Site</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/osprey/">http://apps.humboldt.k12.ca.us/sohumwp/osprey/</a>
<b>CDS Code</b>	12-63040-1230010

<b>District Contact Information</b>	
<b>District Name</b>	Southern Humboldt Joint Unified School District
<b>Phone Number</b>	707-943-1789
<b>Superintendent</b>	Catherine Scott
<b>E-mail Address</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/">http://apps.humboldt.k12.ca.us/sohumwp/</a>
<b>Web Site</b>	<a href="mailto:cscott@sohumusd.com">cscott@sohumusd.com</a>

### **School Description and Mission Statement (School Year 2016-17)**

#### **MISSION STATEMENT**

Osprey Learning Center, a safe learning community, has as our mission to graduate all of our students as confident learners, who think choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative program that challenges students through a variety of learning experiences to reach their highest potential.

#### **VISION STATEMENT**

A Osprey Learning Center graduate will have the skills to make responsible choices socially, personally, and educationally. Through an emphasize in literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals which making contributions to society. South Fork High is committed to developing literate and functional citizens who are able to cope, thrive, and live in a changing world. Our decisions will be based on being 100%. 100% Prepared, Attentive, Respectful, and Responsible.

#### **EXPECTED SCHOOL WIDE LEARNING RESULTS(ESLRs)**

A Osprey Learning Center graduate will be able to:

Demonstrate the critical thinking skills necessary to become a lifelong learner. Communicate respectfully and effectively to a variety of audiences for a variety of purposes.

Contribute to the school and greater community through service learning. The intent is creating active citizenship.

Create a person life plan to address social, educational, economic, and health goals. Demonstrate ability to use technology across the curriculum.

Demonstrate recognition of the inherent strength of a tolerant, diverse society.

Osprey Learning Center is the vehicle for providing alternative education in the Southern Humboldt Joint Unified School District. The school was established to serve as a placement for students whose learning styles, lifestyles or personal beliefs make attendance in an alternative program a more satisfactory educational experience. Osprey offers choices for its diverse student population that provide students individualized opportunities to progress towards a high school diploma and matriculate to college or a vocation at a pace that meets their individual needs. Osprey instills a respect for individuality enabling each student to develop his or her unique abilities through a commitment to learning as a creative, productive, lifelong process. Students attend this continuation high school Tuesdays through Thursdays.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	5
<b>Grade 11</b>	3
<b>Grade 12</b>	5
<b>Total Enrollment</b>	13

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	15.4
Asian	0
Filipino	7.7
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0
White	69.2
Two or More Races	0
Socioeconomically Disadvantaged	53.8
English Learners	0
Students with Disabilities	7.7
Foster Youth	0

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1.4	1.4	41
Without Full Credential	0		0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	71.9	28.1
<b>High-Poverty Schools in District</b>	91.4	8.6
<b>Low-Poverty Schools in District</b>	63.4	36.6

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 2016-17)**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McDougal Little 1997		
<b>Mathematics</b>	Prentice Hall 2001		
<b>Science</b>	Holy 2007		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

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

The site of Osprey Learning Center has previously served the district as a primary school and as a Junior High. Currently the facility houses the Continuation classroom, an Independent Study Classroom, and the Office is used for support services. A gymnasium is used for P.E. The facilities in use meet the needs of students and staff.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Office has sticky doors and asbestos , Gym needs paint ,Restrooms need paint, Kitchen has asbestos
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Office has sticky doors, Most classrooms used for storage, Kitchen is used for storage
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains			X	2 Urinals not working, boarded up window, Restrooms need to be painted
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Ceiling tiles bad and damaged, asbestos,

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Gym window needs attention, Restroom window is boarded up

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	33	35	44	48
Mathematics	--	--	27	29	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

**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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	--	--	65	55	50	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2015-16)**

There are no formalized CTE programs at this site.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	100
<b>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0

### 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 physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (School Year 2016-17)

School Site Council-meets throughout the school year  
Booster Club-meets monthly throughout the school year  
Volunteering on campus-ongoing

Back-to-School Night-Fall

Activity chaperones, co-curricular, and extra-curricular field trips-ongoing  
Coaching Athletics-throughout the school year

Southern Humboldt Family Partnership-monthly meetings  
Building Committee-ongoing

Bond Over Site Committee-ongoing

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	10.30	10.50	10.60	10.30	10.50	10.60	11.40	11.50	10.70
<b>Graduation Rate</b>	79.41	85.96	87.23	79.41	85.96	87.23	80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	21.4	40.0	29.4	8.7	11.7	10.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The School Safety Plan is reviewed each year by the staff and Site Council before going to Board for approval. Drills are conducted according to regulations and the safety plan. The School Safety Plan has been a component of our WASC Accreditation Plan. The plans are discussed and updated in the spring of each year.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2013-2014
<b>Year in Program Improvement*</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	20.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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>	7	4			4	3						
<b>Mathematics</b>	3	6			3	3						
<b>Science</b>	5	3			3	2						
<b>Social Science</b>	6	5			4	3						

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.05	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.05	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,454	\$306	\$6,148	\$57,266
District	N/A	N/A	\$5,398	\$50,942
Percent Difference: School Site and District	N/A	N/A	13.9	12.4
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	8.3	-5.7

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

**Types of Services Funded (Fiscal Year 2015-16)**

Osprey Learning Center is committed to meeting the needs of students. NSLP, Title I., Resource Program, Speech and Language.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,981	\$40,430
Mid-Range Teacher Salary	\$51,800	\$58,909
Highest Teacher Salary	\$66,560	\$77,358
Average Principal Salary (Elementary)	\$80,294	\$94,634
Average Principal Salary (Middle)	\$86,502	\$97,839
Average Principal Salary (High)	\$86,502	\$100,453
Superintendent Salary	\$106,050	\$123,728
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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Two days of paid time are paid prior to the school year and one day after.

Staff interested in attending conferences are encouraged to do so.

Staff representing all school sites attended the National Common Core Conference in Phoenix Arizona.

Many staff members attended a technology conference and a Common Core Lesson Planning Conference at the County Office of Education during the summer of 2013. Their attendance was supported by District Title One funds.