Montera Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Montera Elementary School
Street	4825 Bandera Street
City, State, Zip	Montclair, Ca 91763
Phone Number	909-445-1062
Principal	Rudy Sandoval
Email Address	rudy.sandoval@omsd.net
Website	https://www.omsd.net/montera
County-District-School (CDS) Code	3667819

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Montera Elementary believes we are a collaborative community of empowered learners. We practices being safe, responsible and respectful as we focus on being college, career and life ready. Here at Montera we proudly offer two programs unique to our district. Mandarin, duel immersion, and Inclusion, special education classes that model inclusionary practices. We believe that every student can learn. We strive to meet their unique needs by individualizing their school experience and celebrating the diverse linguistic and cultural backgrounds our students come with.

Teachers and support staff are provide many platforms to develop as professionals. Student data, district, and state testing are the primary factors in guiding and determining staff development areas. Teachers work in grade level collaboration meetings to analyze students' data, create action plans, and discuss, model, and observe best practices. Professional development occurs throughout the school year including after-school workshops, conference attendance, individual mentoring, and after-school professional study meetings multiple times per month. Site administration facilitates grade level meetings, and provides support to teachers on an individual base by assisting in reading instruction, observing, and providing feedback via a weekly walk through. All non-instructional support staff including clerical, custodial, and proctors meet with an Administrator each trimester in their respective groups to present information and for collaboration and training. The goals of these meetings are to contribute to a positive and collaborative school culture and to facilitate continuous improvement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	70
Grade 2	72
Grade 3	75
Grade 4	80
Grade 5	79
Grade 6	49
Total Enrollment	520

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.7
Asian	6.2
Filipino	1.2
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	1.7
White	1.2
Two or More Races	0.8
Socioeconomically Disadvantaged	96.7
English Learners	38.3
Students with Disabilities	13.7
Homeless	10

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	29	33	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Ontario-Montclair School Board approved a number of curricular adoptions that we implement here at Montera elementary. Our State Preschool, Special Day Class Preschool and Transitional Kinder classes use Big Day by Houghton-Mifflin-Harcourt and supplement with Eureka. Our TK-K Special Day Classes use Wonders Works, Eureka, California Inspire Science, and California Vistas. Our Mandarin Dual Immersion uses Wonders, Better Immersion, Eureka, California Inspire and California Vistas. General Education K-6th implements Wonders, Eureka, California Inspire, California Vistas or World Interactive.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 Better Immersion	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Montera school site consists of 16 permanent classrooms, the main office, library, computer lab, and a multipurpose room attached to a serving kitchen where students are served breakfast and lunch. Montera has retained 16 portable classrooms, two of which house a morning and afternoon Preschool. All classrooms have Internet access and are equipped with student computers. All teachers have a laptop computer and a network printer in their classroom. The school has a dedicated computer lab for grades TK-2nd and laptops carts for grades 3rd-6th.

Montera's campus is fenced and secured. Access is granted to all students thirty minutes prior and thirty minutes after school. After morning arrival, access to the campus is limited through the front office. All visitors are required to check-in via the district's Raptor System where they will receive a printed badge that must be worn at all times while on campus. All Preschool parents are required to drop their students off in the classroom as the program requires sign-in and out daily.

Teachers and proctors supervise students on the playground during scheduled breaks throughout the school day. LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office. Two full-time and one part-time custodian implement the cleaning standards as set by the district. The Head Custodian works with the Principal to develop a cleaning schedule that ensures a clean, safe environment that is kept in good repair. The last state inspection mandated under the Williams Settlement was completed on August 21, 2019. The report on this inspection was forwarded to the Superintendent of Schools. No corrections were required as reflected elsewhere in this report. The next FIT inspection will be March 10,2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 8/21/19

System Inspected	Rating	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	**Exemplary**	

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	36	43	44	50	50
Mathematics (grades 3-8 and 11)	28	30	31	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	297	99.00	1.00	36.03
Male	152	151	99.34	0.66	33.77
Female	148	146	98.65	1.35	38.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	72.22
Filipino	--	--	--	--	--
Hispanic or Latino	255	252	98.82	1.18	31.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	292	289	98.97	1.03	34.95
English Learners	197	194	98.48	1.52	34.02
Students with Disabilities	40	40	100.00	0.00	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	30	27	90.00	10.00	33.33

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	299	99.67	0.33	29.77
Male	152	152	100.00	0.00	36.18
Female	148	147	99.32	0.68	23.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	72.22
Filipino	--	--	--	--	--
Hispanic or Latino	255	254	99.61	0.39	25.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	292	291	99.66	0.34	28.52
English Learners	197	197	100.00	0.00	26.40
Students with Disabilities	40	40	100.00	0.00	12.50
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	30	30	100.00	0.00	23.33

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	23.8	18.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

The school involves parents in an organized, ongoing, and timely way. Providing opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. We have an open campus policy that encourages parent volunteers both in and outside of the classroom. Yearly opportunities allow parents to participate our governing board, School Site Council, as well as district advisory committees. Montera's administration team meets with parents of Title 1, English Language Learners, Special Education and GATE students three times a year to discuss related school programs, activities and hear feedback in the spirit of continual improvement. The Principal also holds regular "Coffee with the Principal" meetings to provide parents education, information, and a platform for addressing concerns. Montera host events that promote home-to-school connections, such as, Back to School Night, parent conferences and grade-level make-and-take parent nights so that parents are up to date on progress, expectations as well as provided the supports and resources to best help their children succeed.   Parents are always invited to attend Student Support Team and Student Attendance Review Team meetings to strategize on how to best meet the needs of their students. Last, Montera parents are an important aspect of celebrating student success during Student of the Month, Trimester Awards Assembly as we honor student achievement.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	2.1	1.5	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Montera Elementary School's Safety Plan was jointly developed and approved by Montera's School Site Council on December 11, 2018. All stakeholders reviewed the Safety Plan in August 2019. There is additional safety chats monthly as well as fire, earthquake and lock-down drills conducted twice a month. Administrators, Teachers, and other stakeholders are currently collaborating to update the 2020 plan. The Safety Plan includes such items as emergency contact numbers, whereabouts of emergency supplies, and disaster preparedness procedures.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	3		20	3	2		19	3	2	
1	21	1	4		25		3		23	1	2	
2	26		3		20	3	1		24		3	
3	21	1	3		26		3		19	4		
4	32		2		26		3		27		3	
5	27		4		27		2		26		3	
6	24		4		26		4		25		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8729.0	$2149.0	$6579.0	$89514.0
District	N/A	N/A	$1608.0	$87,821.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	121.4	1.9
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-13.2	8.0

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

Categorical funds are utilized to support staffing needs and programs that serve the underachieving student population. Montera School has a Multi-Tiered System of Support Team (MTSS) that coordinates case management, and Student Success Team (SST) meetings which target students struggling academically and/or have behavior needs. The Student Success Team meetings involve the student, parents, referring teacher, Outreach Consultant, and School Administrator. These meetings allow the team to determine supports that best close the gap. The administrative staff coordinates and supports the school plan and program by using a variety of assessments to monitor the progress of all students, and coordinating the implementation of supplemental school programs to meet the needs of underachieving students. Montera School has a full-time Intervention Teacher who provides daily tutoring for underachieving students in a small - group setting, between the bells and after in both ELA and Math. To meet social emotional needs, our Outreach Consultant facilitates services to students who may need additional resources in the areas of counseling, case management, basic need and housing.

Extra-curricular activities such as Science Olympiad, Math Pentathlon, GATE club, Coding, Chess Teams, Spelling Bee, Student Council, and our year-round sports programs provide excellent enrichment activities for students. Our school mentor coordinates a homework club after-school to support students. The school has a dedicated library staffed by a 3-hour per day Library/Media Aide so students can check out books and use the resources available. Montera also participates in collaboration with the City of Montclair to provide facilities for an After-School Program that occurs Monday through Friday until six in the evening. The program is staffed by the City of Montclair to keep children safe and provide a meaningfully academic program which is aligned to state standards. The program also provides students with extra academic support, and extracurricular activities, such as music, arts and crafts, and sports.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	8

Montera Elementary in Ontario-Montclair School District provides extensive opportunities for professional development. The OMSD Learning and Teaching Division provides professional development in the area of writing, reading, mathematics, visual and performing arts, science, and other content areas and the delivery of instruction. The district offers quality, on-going professional development to all teacher, by grade-level, content area, and/or individual preference.

Montera's focus for professional development this year is on Effective Instructional Strategies with the emphasis on Common Core readiness and Writing through the use of KAGAN strategies. Montera selected its professional development focus based on the vision of the district and the most recent SBAC Data. The staff meets three times a month on our Tuesday minimum day to participate in Professional Learning Communities to improve our professional practices. Teachers have the opportunity to practice the skills they learn in their classrooms with feedback from the Principal, Elementary Administrators, and each other.

From Kinder to sixth-grade, students utilize Universal Access coring in English Language Arts class 45 - 90 minutes a day. Additionally, we provide on-site professional development to our teachers on the alternate Tuesdays. Paraprofessionals and non-instructional staff are provided with training opportunities through the district office as well as the school site. We focus on understanding what positive student interactions are, with an emphasis on positive reinforcement, student safety, responsibility, and respect.

District level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), courses for teachers working towards their teaching credentials, support for veteran teachers through the Peer Assistance and Review program (PAR), technology training and classroom support, leadership development for administrators, compliance workshops, and a variety of job-specific and mandated trainings for classified employees. OMSD has several sustained initiatives including MTTS, PBIS and UDL.