



Oaks Middle School

1221 South Oaks Avenue • Ontario • 909-988-2050 • Grades 7-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Welcome to Oaks Middle School! Oaks Middle School is one of six middle schools in the Ontario Montclair School district located in San Bernardino County, CA. Oaks Middle School opened its doors in the Fall of 1996 and currently serves approximately 800 students in grades 7-8. At Oaks Middle School, we strive to ensure that every student has a safe, positive, and academically rich school experience. Our school-wide focus areas include: (1) Providing high-quality instruction that will prepare students for success in a global society, (2) Fostering health and wellness in a safe and positive environment, and (3) Promoting a college-bound and career-driven culture. Our staff members are highly qualified and dedicated to the achievement of ALL students. The Mission of Oaks Middle School is to close the achievement gap by providing every student with a complete comprehensive education that prepares them for future learning and success in a global society.

Oaks Middle School is an AVID (Advancement Via Individual Determination) National Demonstration School, an AVID Site of Distinction, and was rewarded the AVID Site Team Advocacy award – one of five AVID schools chosen in the State of California. We strive to ensure that AVID strategies are utilized school-wide. Our school-wide AVID College readiness program plays a key role in preparing our students to be successful in high school, college, and in their future careers. Oaks Middle School is a PBIS (Positive Behavior Intervention and Supports) school and has achieved Gold and Platinum recognition for our efforts to create a safe and positive learning culture for students, staff, and families. Through PBIS, Oaks Middle School has taken many steps to develop a positive school climate that promotes respect for diversity, social responsibility, and effective interpersonal and communication skills. Oaks Middle school is a community of safe, respectful, and responsible learners.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	388
Grade 8	423
Total Enrollment	811

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	1
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.5
White	3.2
Two or More Races	2.1
Socioeconomically Disadvantaged	88.3
English Learners	10.6
Students with Disabilities	9.5
Foster Youth	0.2
Homeless	4.6

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 for Oaks Middle School	18-19	19-20	20-21
With Full Credential	37	37	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	2	3

Teacher Credentials for Ontario-Montclair School District	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Oaks Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opened its doors in 1996. The school has 36 classrooms with some being portables. It has a multipurpose room, library, and an administration building. The campus had solar panels installed in the 17-18 school year. During the 2017-18 school year, school local bond measure passed, Measure K, and new fencing was installed around the perimeter of the school. At the end of 2017-2018, the campus had the security cameras replaced and additional cameras installed. Currently, there are no additional construction projects on campus.

The 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 purpose of the inspection/visit is to ensure that facilities are safe for pupils and staff. It also determines the safety, cleanliness, and adequacy of the school facilities. There are no findings to report. No sites in the district were open for in-person learning. Therefore, facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	B2: Remove and reroute data cable passing through ceiling tile Office F33: Replace broken ceiling tile Rm F32: flooring needs repair or replacement Storage F32: flooring needs repair or replacement P39: Secure or replace threshold at door P35: Adjust ceiling tile on N/E corner
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	RM-E04: Ladder blocking electrical panel Custodian Rm: Items stored on and behind ladder to roof hatch Storage Rm F16: Clean Room Mechanical Rm F: Clean room and remove debris Audiovisual Rm: needs to be cleaned Studio Rm: needs to be cleaned Storage Rm G17: items blocking electrical panel
Electrical: Electrical	Good	Girls PE: Lights are out B4 custodial storage: Lights out Storage Rm NW: Lights not working B5: Lighting not working Custodian Rm: lamp out Rm B9: Lighting not working Rm F34: Remove orange extension cord going into ceiling at N/W corner of room. Storage F33: Lighting not working Storage Rm F16: replace missing receptacle cover Mechanical Rm F: lighting not working Audiovisual Rm: Lights not working Studio Rm: replace missing receptacle cover Studio Rm: Lights not working Storage Rm G17: repair lighting P35: remove security pad no longer in use

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Patch and paint lower portion of east and west walls Rm B8: Touch up paint where TV and old smart board were located Audiovisual Rm: Fire extinguisher needs to be mounted counselors office: replace formica on swing gate in hall P39: Fire extinguisher not signed off P41: Fire extinguisher not signed off P41: Patch hole in door and paint
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B1/B2 Storage RM: reconnect door closers Health office RR: repair loose door closer on door P37: Door doesn't close properly
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.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	48	N/A	44	N/A	50	N/A
Math	31	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Oaks Middle School understands the important role parents and guardians play in their child's education. At Oaks Middle School we believe that parents, school staff, and communities working together will create meaningful partnerships that lead to gains in student achievement. A variety of opportunities are made available for meaningful parent involvement. These opportunities include School Site Council (SSC), School /District English Learner Parent Advisory Council (SELPAC)/(DELPAC), District Parent Advisory Committee (DPAC), GATE & District GATE Parent Advisory Committee, Students with Disabilities Parent Advisory Committee, District Parent Leadership Conference, Back to School Night, Open House Night, Student-Led Conferences, Coffee with the Principal, PBIS and AVID Parent Meetings, and Band Booster Club.

We encourage our parents and guardians to contact our school site to inquire about additional opportunities for school and community involvement. Contact Person: Celeste Messina, Counselor at (909) 988-2050. At Oaks Middle School, we want our parents to feel welcomed and supported.

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 (School Year 2020-2021)

Oaks Middle School is committed to providing a safe, orderly school environment that is conducive to learning. The safety of our students and staff is a top priority. Oaks Middle School conducts the following safety and security drills throughout the school year: Fire Drills (Four (4) per year), Earthquake Drills Two (2) per year, Lockdown/Active Shooter Drills Two (2) per year, and AED drills Two (2) per year. Site feedback is gathered and documented in the form of a drill log after every drill to identify areas of strength and areas of our safety procedures that need improvement. Additionally, each classroom is equipped with an emergency backpack, the contents of which were updated and reviewed by staff in the Fall of 2020.

Our site disaster preparedness teams meet annually to review their roles, and to address any concerns. The School Safety Plan is reviewed and updated each school year. Areas of this plan are discussed during staff meetings in August and throughout the school calendar year in committees. Procedures for safety and disaster planning are reviewed with the staff annually at a staff meeting prior to the opening of school each year. The plan was last reviewed with staff in August of 2020. Our Comprehensive School Safety Plan is reviewed annually by the School Site Council (SSC). SSC last reviewed and approved the plan in February of 2020. The Comprehensive School Safety Plan is reviewed annually by the School Site Council. SSC last reviewed and approved the plan in February of 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.6	6.4	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	811

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	26	8	26	6	27	6	21	8	28	4	20	8
Mathematics	28	3	23	5	27	4	19	7	27	7	21	6
Science	28	4	21	6	28	3	19	7	30	2	19	6
Social Science	28	5	22	4	28	3	21	5	30	2	19	6

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	12

The Ontario-Montclair School District offers research-based, on-going professional development for certificated, classified, and management employees aligned with the district’s long-term goals. Professional development (PD) is designed to help employees enhance their knowledge and develop the needed skills to provide quality services in order to maximize student learning and achievement. Professional development courses and programs are developed and coordinated through the Teaching and Learning Department as well as at each school site and provide training in the curricular areas of Reading/Language Arts, Science, Social Studies, and Math to all teachers and administrators throughout the district.

Professional development at the site and district levels addresses the core curriculum, instructional strategies, standards-based instruction, and classroom management driven by student assessment data. In addition, the district level professional development includes workshop sessions and classroom support for beginning teachers (BTSA), technology training, leadership development for administrators, compliance-related workshops, and a variety of job-specific and mandated training for classified employees. Coaches/TOA's are trained by the district to provide ongoing support at each site to ensure the implementation of the curriculum in each classroom. Following each benchmark assessment, department teams participate in the Professional Learning Communities (PLC) process. During the PLC process, teachers analyze the results of the most recent common assessments, discuss strategies to re-teach concepts that need additional support by a majority of the students, and develop implementation plans to re-teach the concepts. Staff members receive training on the first, third, and fourth Tuesday of each month. PD topics include but are not limited to WICOR, Reading Strategies, iLit, Constructive Response, Focus Note-taking, Interactive Notebooks, and EL Strategies. Teachers are assigned planning days so they can meet in PLCs, teachers also have common preps to allow for additional planning and training.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

Our School Site Council, Leadership Team, and our English Learner, GATE, and Students with Disabilities Parent Advisory Committees work collaboratively to determine student needs and then prioritize the different categorical funds to provide the programs that will best benefit our student population. School Site Council and our Parent Advisory Committees also monitor the school's expenditures throughout the year to ensure students are being served according to our strategic plan and that parents are being involved in all decision making. Services provided by these funds include a Data/Instructional Teacher On Assignment (TOA) to coordinate intervention services, provide instructional support, and assist with progress monitoring, Library Media Tech, Campus Security Officer, academic interventions before and after school, between the bell intervention (i-Lit) to support our English Language Learners, and providing zero period classes to allow students to take a second elective.

We also work in partnership with nonprofit organization Think Together to provide quality after school programming to families.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8075.66	1336.95	6738.70	119,101.91
District	N/A	N/A	1497.40	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	127.3	26.6
School Site/ State	-14.0	34.4

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