Vernon Middle 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	Vernon Middle School
Street	9775 Vernon Avenue
City, State, Zip	Montclair
Phone Number	909-624-5036
Principal	Kim Medeiros-Tovar
Email Address	kim.tovar@omsd.net
Website	https://www.omsd.net/Vernon
County-District-School (CDS) Code	36-67819-6036420

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)

The mission of Vernon Middle School, a diverse community, is to inspire and empower our students to become life-long achievers through a shared commitment to a superior education. This year, Vernon Middle School is celebrating its 62nd year of serving students in the Ontario-Montclair School District. Vernon is a leader in technology innovations for instruction. All teachers and administrative staff are issued laptop computers which access a school-wide wireless network. All academic classrooms are equipped with Interactive Projectors and document cameras (digital overhead projectors). A rigorous staff development plan has been implemented to give Vernon's staff the training necessary to transfer this new technology into improved student learning. Vernon has five sections of AVID and continues to provide a successful program with about 130 AVID students. Vernon is also an AVID Demonstration school. Vernon is a District leader in offering electives in the visual and performing arts. We offer over 30 sections of electives and are coordinating with Buena Vista Magnet school for visual and performing arts to provide additional services. The Vernon staff is dedicated to meeting the academic and sociological needs of early adolescents. The staff works hard toward providing appropriate activities to enhance the academic, personal and social development of each student. Vernon employs one student services counselor, and one family outreach assistant to identify individual student needs and provide interventions and enrichment opportunities to give students every opportunity to reach their potential. Vernon students are provided with many opportunities to excel and achievements are recognized in a variety of activities, including recognition assemblies, performing arts, and athletic competitions. To continue to meet our goal of reductions in office discipline, the Administration and our Campus Mentor/Security oversees all student behavior management issues. A student uniform requirement has also greatly added to a positive learning environment. Additionally, Vernon implemented PBIS (Positive Behavior Intervention Support) school wide and will continue and expand this implementation in the upcoming school year. We achieved a Silver Medal for PBIS implementation and a Gold Medal recognition for the 2018-2019 school year. As a district-wide initiative, teachers have and will continue to receive professional development with Common Core Standards and Smarter Balanced Assessments. New performance tasks in ELA and math took the place of the district created benchmarks. The data from these assessments are used to inform instruction.

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

Grade Level	Number of Students
Grade 7	342
Grade 8	358
Total Enrollment	700

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	0.1
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0.1
White	3.6
Two or More Races	1.6
Socioeconomically Disadvantaged	90.7
English Learners	16.1
Students with Disabilities	14
Foster Youth	1.4
Homeless	12

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	37	38	35	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	4	2	2	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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	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	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%
Foreign Language	7-8 Tu Mundo (McDougal Littell) - Adopted 2002 7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004	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)

Vernon Middle School first opened in 1957 as Vernon Junior High School. The school has 28 regular and 12 portable classrooms on the campus (one of the 12 is owned by the county and is not accessible to Vernon staff/students). Five of the portables were installed prior to 1990 and the rest were added in 2001-2002. An addition to our campus included a new facility (gym, makerspace, and multimedia lab).Vernon has a small multi-purpose room (500 max. occupancy), an administration building, a staff workroom/meeting room, a room which houses our attendance clerk, outreach assistant and shared outreach assistant, a library, and a kitchen facility operated by OMSD food services department. Vernon serves two SDC/SH classrooms, two SDC/LH classrooms, and RSP inclusion. A small room houses our Special Education files and school psychologist. This room is used for IEP and COST meetings on a daily basis. Another small room is shared by our speech therapist and the ASES after-school program.

To promote safety, Vernon Middle Schooll is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Vernon offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Lunch supervision is offered by teachers, and noon aides. After school supervision is offered by administration team, support staff as well as teachers. Students enter school in the morning through a gate next to the Multipurpose room. Students are monitored entering this gate by the Principal, Assistant Principal, Campus Mentor and Campus Safety Officer. Students congregate at the covered lunch shelter area until the bell rings at 8:00 to go to classrooms. Breakfast is available through the Food Services staff in the lunch area. Six other staff members are assigned duty before school to monitor students at the school entrance and in the areas where students congregate. Vernon students are divided into two 30 minute lunches which are supervised by the Principal, Assistant Principal, Campus Safety Officer and the campus mentor. We also employ five noon aides to help supervise during the lunch periods. After school, students must exit at the gate next to the multipurpose room or a gate on the north side of campus. Students are given 10 minutes to exit campus. Any remaining students are escorted to a waiting area just west of the office to wait for parent pick-up. Six staff members are assigned duty as well as the principal and assistant principal to monitor student activity as they exit the campus. All gates to the campus are locked during school hours, except the gate at the entrance to the administration building. All visitors must sign in at the front office and are issued a visitor pass to wear.

Ontario-Montclair School 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 work order process is used to ensure efficient service and that emergency repairs are given the highest priority.The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

During the most recent Facility Conditions Evaluation conducted on August 30, 2019, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair" The Facility Inspection Tool was used throughout a walkthrough of our school. There were no extreme deficiencies found and no areas of concern noted by the team during the visit.

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: August, 2019

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)	39	44	43	44	50	50
Mathematics (grades 3-8 and 11)	25	29	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	677	647	95.57	4.43	43.50
Male	326	311	95.40	4.60	32.48
Female	351	336	95.73	4.27	53.73
Black or African American	17	17	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	606	579	95.54	4.46	42.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	23	100.00	0.00	52.17

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	12	92.31	7.69	50.00
Socioeconomically Disadvantaged	608	583	95.89	4.11	42.54
English Learners	260	235	90.38	9.62	23.40
Students with Disabilities	79	76	96.20	3.80	6.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	91	79	86.81	13.19	31.65

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	675	664	98.37	1.63	29.41
Male	324	318	98.15	1.85	24.53
Female	351	346	98.58	1.42	33.91
Black or African American	17	17	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	604	595	98.51	1.49	28.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	23	100.00	0.00	43.48
Two or More Races	13	12	92.31	7.69	50.00
Socioeconomically Disadvantaged	606	597	98.51	1.49	27.97
English Learners	258	252	97.67	2.33	13.49
Students with Disabilities	79	76	96.20	3.80	3.95
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	91	88	96.70	3.30	19.32

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
7	21.6	16.0	14.5

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)

Vernon Middle School encourages meaningful parental involvement through programs and services that stimulate student motivation, success, and emotional support. Parents are encouraged to join Vernon's School Site Council (SSC). School Site Council is the decision-making body for their involvement in the planning, review, and improvement of categorical programs such as Title 1, At-Risk, and English Learner Programs. Parents of English Learners are invited to join Vernon's Site English Language Parent Advisory Committee (SELPAC), which is the advisory group for ensuring the progress of English language development for English Language Learners. We encourage parents to join the Vernon Service Club as volunteers for such activities as office helpers, ASB activity helpers, field trip chaperones, dance chaperones, phone calls for meetings, etc. We offer a Coffee with the Principal every second Tuesday of each month as a way for parents to dialogue with the administration and to learn about new opportunities at Vernon. Our Vernon VAPA Booster Club is an active parent group that fundraises for activities and incentives for students in The Arts Conservatory at Vernon. All parents have access to School Loop as a way to monitor student progress, communicate with teachers, and to stay connected with Vernon. Parents are always welcome at our school site.

Contact: Kim Medeiros-Tovar (909) 624-5036

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	9.8	5.9	9.4	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)

Vernon Middle School maintains a safe and clean environment, both on the school grounds and in the classrooms. Students are regularly supervised before, after, and during school hours by staff and administration. We greet all of the students in the morning and they are required to enter through one main entrance. During the day, all main gates are locked and students are required to enter through one entrance that leads to our main office. Our Campus Safety Officer regularly checks all gates, hallways, and restrooms throughout the day. He also provides supervision before school, during passing periods, throughout class periods, lunches, after school, and special events. All visitors must sign in at the front office using the Raptor system and wear a visitor's identification tag if moving to any other area of Vernon's campus. The school safety plan is reviewed annually and updated by the Principal and the safety committee. The plan is reviewed with the staff annually at a staff meeting prior to the opening of school each year. The plan was last updated in August of 2019. The School Safety Planning Committee meets to review and update the safety plan. Key elements of the plan include:

1. A disaster preparedness plan with identified personnel and assigned teams
2. Ten scheduled disaster preparedness drills
3. School rules and discipline procedures communicated in each students' agenda book
4. Staff training reviewing the current behavior management and safety systems

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	11	17	3	24	12	19	2	27	7	14	9
Mathematics	25	8	16	3	25	8	19	1	26	4	18	4
Science	25	8	14	5	26	8	15	4	27	4	15	6
Social Science	24	10	13	5	26	7	17	3	28	5	11	8

*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.

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

Title	Ratio
Academic Counselors*	700.0

*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)	1.0
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	9316.0	2130.0	7185.0	85507.0
District	N/A	N/A	1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	126.9	-2.7
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-4.4	3.4

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)

Vernon has services funded through several different categorical grants. Vernon is a school-wide Title 1 school. Vernon also is funded through a Title III Limited English Proficient grant and a state-funded English Language Acquisition Program (ELAP). Our school site council and leadership team determine which services are needed and prioritize these different categorical funds to provide programs that will best benefit our school population. Services provided by these funds include: a teacher on assignment for Special Education, one student services counselor, and clerical support staff. Funds from categorical grants also fund several technology advancements in language arts and math classrooms such as interactive whiteboards and digital document projectors. These are all technology supported academic programs to increase student achievement in language arts and math. These funds also provide for staff development opportunities and Professional Learning Community training for teachers. These programs help Vernon achieve its goals for staff development and student achievement. In addition, categorical funds provide for additional instructional supplies such as supplemental reading materials and classroom computers. Categorical funds were used to support classrooms with technology and instructional materials to meet the needs of intensive level reading students. These types of services are monitored by our School-Site Council and our Site English Learner Parent Advisory Committee (SELPAC) to make sure students are being served according to our strategic plan and that parents are being involved in all decision making processes and communicated with on a regular basis.

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	45	41	35

Vernon Middle School offers research-based, on-going professional development for certificated and classified employees aligned with the district's initiatives. Professional development is designed to help employees enhance their know ledge and develop 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 SIST team and PLC Leadership team which has worked to offer staff differentiated staff development for the last four school years. The focus of all professional development is based on the Last updated: 1/24/2020 instructional priorities outlined in the goals and objectives of our Leadership Team and by the needs expressed by both our classified and certificated employees. Professional development at the site level addresses the core curriculum, instructional strategies, standards-based instruction, and classroom management. In addition, the site level professional development includes workshop sessions and classroom support for teachers, support for beginning teachers through the district's BT SA program, courses for teachers working towards on their teaching credentials, technology training and classroom support, compliance related workshops and a variety of job-specific and mandated trainings for classified and certificated employees. Vernon has several sustained initiatives that are aligned with the OMSD's long-term goals and initiatives which include preparation for the implementation of the CCSS and SBAC testing. All certificated employees have received training in close reading strategies, dialogic talk, positive behavior intervention supports, and AVID strategies. Vernon's instructional coach and Special Education TOA are trained by the district to provide ongoing support for our site to ensure and support the correct implementation in each classroom. Professional Development occurs three Tuesdays a month from 1:15-3:15. One Tuesday is devoted to training; the other is typically devoted to Professional Learning Committees or AVID Training. Generally, what is learned at the training Tuesday, is discussed and implemented at the PLC Tuesday. The main focuses for staff development this year have been preparing teachers for the implementation of Common Core State Standards and the creation of our PBIS system. Substitutes are provided for Math, Language Arts, Science, and Social Studies teachers after their standards-based benchmark tests, to analyze student progress toward overall school and district goals. Release time is also provided for PLC teams to plan and create Common Core lessons together. Teachers carefully monitor individual ELL and Special Needs students to determine not only their progress but to discuss and plan for student-specific interventions. Through the PLC and data analysis process, teachers determine their specific department's needs, including such things as subject-specific training, lesson studies, and sharing best practices. The site Data Coach has trained teachers on the use of our data system "Illuminate". Teachers have direct access to up-to-date data for individual, class, and grade level students. Through the use of Illuminate software and scanning cameras, teachers and students get instant results on teacher made, benchmark, and common assessments. Additional training is provided by OMSD for teachers teaching ILit, AVID, and Integrated Mathematics. PLC lead teachers attend monthly training on the implementation of school-w ide PLC's. The Administrative Team attends most of the meetings mentioned above.