



# Oak Avenue Intermediate School

Oak Ave Intermediate • Temple City, CA 91780-1310 • 626-548-5060 • Grades 7-8

Susan Hemans, Principal

shemans@tcusd.net

<https://www.tcusd.net/oak>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Temple City Unified School District

9700 Las Tunas Drive  
Temple City, CA 91780  
(626) 548-5000  
[www.tcusd.net](http://www.tcusd.net)

#### District Governing Board

Donna Georgino  
**President**

Dr. Michael Lin  
**Vice President**

Melissa Espinoza  
**Clerk**

Kenneth Knollenberg  
**Member**

Matt Smith  
**Member**

#### District Administration

Dr. Kimberly Fricker  
**Superintendent**

Dr. Monica Makiewicz  
**Associate Superintendent,  
Personnel Services**

Marianne Sarrail  
**Chief Business Officer**

Dr. Joshua Porter  
**Assistant Superintendent,  
Educational Services**

### School Description

Oak Avenue Intermediate School serves students in the seventh and eighth grades. Oak Avenue recognizes the unique characteristics of the middle school student. Teachers, parents and staff empower students to take responsibility for their physical, social, emotional, intellectual and creative learning. Using a team approach, instructional staff recognizes students' needs and regularly utilizes a broad range of appropriate strategies to enable them to learn.

Here at Oak Avenue, we strive to offer students options for elective classes that meet the needs of our student's interest. We offer award winning music courses with Choir/Drama and three levels of both Band and Orchestra. There is also a STEAM program for students who have an interest in technology. In our STEAM—short for science, technology, engineering, arts and mathematics—including the Paxton/Patterson program where students go through different modules around the fields of technology and engineering.

We also offer a competitive after-school athletics program for students who want to participate in flag football, volleyball, basketball, soccer and girls' softball.

Last, but not least, we use our Royals Value Character program to instill in our students our six character words: Respect, Responsibility, Honesty, Integrity, Compassion and Perseverance. We recognize students quarterly who display to these traits in themselves or toward others.

### School Mission Statement

Oak Avenue Intermediate School's purpose is to instill in our students the skills needed academically, socially, physically and creatively to be lifelong learners while contributing productively to society in a climate of continuous change.

### School Vision Statement

Through the support of a committed and well-equipped educational community, each student will acquire the skills necessary to be successful in a variety of future academic, creative, emotional, social and physical endeavors.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	442
Grade 8	482
<b>Total Enrollment</b>	<b>924</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	66.5
Filipino	1.1
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.2
White	7.3
Two or More Races	3.9
Socioeconomically Disadvantaged	41.2
English Learners	17.4
Students with Disabilities	8.2
Foster Youth	0.1
Homeless	0.4

## 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 Oak Avenue	17-18	18-19	19-20
With Full Credential	35	34	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Temple City Unified	17-18	18-19	19-20
With Full Credential	♦	♦	247
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Oak Avenue Intermediate School

Indicator	17-18	18-19	19-20
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 2019-20)

A representative group of teachers and administrators reviews instructional materials. The committee meets for a detailed comprehensive analysis of materials from publishers. The materials must meet a pre-established criteria based on an instructional materials evaluation tool. They are as follows:

1. Compliance with Board Policy and Administrative Regulations
2. California standards alignment
3. Focus on coherence within a grade and across grade levels
4. Rigor and balance
5. Access for all students
6. Assessments for progress monitoring and in support of the California assessments
7. Support for English language learners
8. Support for special populations

In addition to the items delineated above, the committee considers digital resources for staff, students and parents to support learning in varied environments. The committee reaches a consensus, and the Board of Education makes the final decision on the chosen textbooks upon reviewing the committee's recommendation.

Textbooks were chosen using state-approved lists, and the content fit within the curriculum frameworks adopted by the State Board of Education.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	California Literature, McDougal Littell (7-8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	California Mathematics, Glencoe/McGraw-Hill (7)/Algebra Readiness, Holt (7-8) Algebra 1, McDougal Littell (8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Life Science, Prentice Hall (7) Physical Science, CPO (8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History: Medieval to Early Modern Times, Holt (7) United States History: Independence to 1914, Holt (8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

Oak Avenue Intermediate School was built in 1950 and has 36 classrooms and two portables that are used as classrooms. Oak Avenue Intermediate has two computer labs on campus. One is housed inside of one of the 36 classrooms, and the other is inside of the media center/library. Oak Avenue Intermediate also has a sports field, gymnasium, outdoor basketball courts and a paddle tennis court. There is sufficient classroom, field and staff space to support teaching and learning, as well as student activities. Although the school was built in 1950, the general condition of the school is fair as reported in the 2019 FIT. In 2016, using deferred maintenance funds, damaged concrete was replaced around the campus. Using these same funds, the outside of the entire school and the locker rooms were recently repainted.

The campus is maintained, and school safety is ensured by a district maintenance crew of 10 and by a site custodial crew of 5.5 full-time equivalent staff members. The site custodial team initially addresses facilities issues and repairs. Other projects are completed by the district maintenance crew on a prioritized work-order system. New improvements to the site using bond money will be scheduled.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Planning to address with next Bond Measure S issuance.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Planning to address with next Bond Measure S issuance.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	89.73%

**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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	74	68	71	50	50
Math	68	68	67	68	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 Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
7	19.6	30.1	31.2

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	931	921	98.93	73.72
Male	466	464	99.57	70.91
Female	465	457	98.28	76.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	615	609	99.02	79.97
Filipino	--	--	--	--
Hispanic or Latino	194	192	98.97	57.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	67	98.53	64.18
Two or More Races	37	36	97.30	77.78
Socioeconomically Disadvantaged	413	411	99.52	65.21
English Learners	254	249	98.03	52.61
Students with Disabilities	83	83	100.00	33.73
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	931	923	99.14	67.82
Male	466	465	99.79	67.31
Female	465	458	98.49	68.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	615	612	99.51	80.72
Filipino	--	--	--	--
Hispanic or Latino	194	192	98.97	34.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	66	97.06	53.03
Two or More Races	37	36	97.30	58.33
Socioeconomically Disadvantaged	413	411	99.52	58.64
English Learners	254	252	99.21	52.78
Students with Disabilities	83	83	100.00	12.05
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Oak provides opportunities for parents to be partners in the education of young adolescents and to understand the uniqueness of this age group. Parents are involved in all aspects of Oak's school program. Oak has an active and supportive Parent Teacher Association, with parents assisting with co-curricular and extra-curricular activities. Our English Language Advisory Council (ELAC) meets to discuss the English Language Development (ELD) program and gives input into the school plan. In addition, the School Site Council meets 6X a year, allowing parents to have greater involvement in policy-making and the site's budget. Evening parent meetings are held throughout the year to explain transitions to and from middle school, social emotional well-being and to celebrate their student's successes. Parents are always welcomed and encouraged to chaperone field trips and school activities.

For more information on how to become involved at the school, please contact Leigh Cobb, PTA president, at (626) 548-5060.

#### 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

In accordance with Senate Bill 187 and Education Code 35294.6, all schools have adopted a Comprehensive School Safety Plan. These plans will remain in effect through the school year, are reviewed annually and are available for public view in the school office. Key elements and goals of the Comprehensive School Safety Plan are:

All students and staff members are provided a safe teaching and learning environment.

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

District programs and approved community resources are made available to students and parents.

Schools provide an educational environment where students, parents, staff and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.3	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.6	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	462.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.12
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0
Other	.74

\* 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	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	24	9	25	4	24	11	18	10	21	18	23	2
Mathematics	23	8	13	2	26	11	12	13	26	10	13	13
Science	28	4	22	7	28	4	20	12	28	5	18	12
Social Science	28	4	25	4	29	4	20	9	28	5	20	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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The three days of Professional development are spread throughout the year and are structured based on district goals. Staff-development days are used to enhance the staff's knowledge of the Common Core State Standards, team teaching, Professional Learning Communities (PLCs), facilitating communication and leading toward interdisciplinary teaching. Other areas of concentration during pupil-free days include articulation with Temple City High School and feeder elementary schools and using data to shape instruction. In addition, Oak Avenue promotes team teaching during the school year. Collaborative decisions made by staff and parents allow for the needs of the students to be better met by having student teams share common teachers. Tuesday's Early Release schedule makes it possible for each team of teachers to meet with all of its members to discuss team plans, shared curriculum and student needs. We provide workshops in other areas throughout the year. These include, but are not limited to, subject-specific workshops, communication across cultures, student engagement, differentiated instruction, technology and special education training. Teachers are able to attend specific curriculum driven staff development seminars and conferences.

Team representatives meet regularly during their common prep period and serve as a liaison between their teams and the rest of the school. Team Liaisons meet once per month with the Principal to share information, best practices and current concerns to continually monitor student achievement and engagement. They are involved in examining and adopting a middle school philosophy that meets the needs of young adolescents.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,736	\$49,084
Mid-Range Teacher Salary	\$80,323	\$76,091
Highest Teacher Salary	\$98,443	\$95,728
Average Principal Salary (ES)	\$118,048	\$118,990
Average Principal Salary (MS)	\$124,779	\$125,674
Average Principal Salary (HS)	\$139,188	\$137,589
Superintendent Salary	\$225,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,685.40	\$294.86	\$5,390.54	\$74,131.00
District	N/A	N/A	\$7,957.88	\$82,908.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.5	-11.2
School Site/ State	-32.8	-5.2

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

As a Tier 2 support, At Risk Students demonstrating need for ELA and/or Math Interventions as evidenced by grades, teacher recommendation and iReady scores or any interested students needing additional academic support can attend After School Study Hall for Intervention to improve student achievement. A Mathematics and English Teacher provide support two days per week. In addition, a Special Education teacher is also available two days per week.

At Risk Eighth grade student who failed two or more classes during their 7th grade year or as their 8th grade year progresses are invited to participate in a 6 week Promoting Success Interventions programs provided after school one day per week by our counselors to get them back on track.

In addition, as a Tier 2 intervention, Counselors provide socio-emotional support and safety instruction towards developing healthy mindsets and behaviors conducive to student learning and human development individually and in small group sessions. Counselors will provide Tier 1 socio-emotional and positive behavioral lessons. Counselors will review academic, socio-emotional and behavioral progress of students and will provide Tier 2 supports as necessary. Supports include small group learning, coping and social skills, goals setting, progress monitoring, and family support. Counselors will work with classroom teachers, students, and families to ensure best approaches to supporting the whole development of students.



**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.