

# Oak Avenue Intermediate School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Oak Avenue Intermediate School
<b>Street</b>	6623 Oak Avenue.
<b>City, State, Zip</b>	Temple City, CA 91780-1310
<b>Phone Number</b>	626-548-5060
<b>Principal</b>	Jordan Lessem
<b>Email Address</b>	<a href="mailto:oak@tcusd.net">oak@tcusd.net</a>
<b>School Website</b>	<a href="https://oak.tcusd.net">https://oak.tcusd.net</a>
<b>County-District-School (CDS) Code</b>	19 65052 6022966

## 2022-23 District Contact Information

<b>District Name</b>	Temple City Unified School District
<b>Phone Number</b>	(626) 548-5000
<b>Superintendent</b>	Dr. Art Cunha
<b>Email Address</b>	<a href="mailto:Acunha@tcusd.net">Acunha@tcusd.net</a>
<b>District Website Address</b>	<a href="http://www.tcusd.net">www.tcusd.net</a>

## 2022-23 School Overview

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 PBIS Royal 3 Character program to instill Compassion Integrity and Responsibility in everything we do. Through our PBIS program we recognize students who display 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	368
Grade 8	399
Total Enrollment	767

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.0
Asian	62.2
Black or African American	0.7
Filipino	1.8
Hispanic or Latino	24.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.3
White	6.5
English Learners	12.4
Foster Youth	0.4
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	38.9
Students with Disabilities	13.0

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.70	92.65	209.40	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	2.17	5.90	2.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	2.41	3.60	1.63	12115.80	4.41
<b>Unknown</b>	0.90	2.74	6.40	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	33.20	100.00	225.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.50	94.32	213.00	92.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	1.13	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.74	6.90	3.02	11953.10	4.28
<b>Unknown</b>	1.60	4.94	7.80	3.42	15831.90	5.67
<b>Total Teaching Positions</b>	32.40	100.00	230.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.70</b>	<b>0.00</b>

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00
Local Assignment Options	0.00	0.20
<b>Total Out-of-Field Teachers</b>	<b>0.80</b>	<b>0.20</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Canvas was adopted by the District as a Learning Management System to help with synchronous and asynchronous instruction.

**Year and month in which the data were collected**

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Study Sync (7-8).	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt Into Math Series Grade 7, Grade 8. Algebra and Accelerated Math 7	Yes	0
<b>Science</b>	Life Science, Prentice Hall (7) Physical Science, CPO (8).	Yes	0
<b>History-Social Science</b>	World History: Medieval to Early Modern Times, Holt (7) United States History: Independence to 1914, Holt (8).	Yes	0
<b>Foreign Language</b>	NA		

## School Facility Conditions and Planned Improvements

Oak Avenue Intermediate School was built in 1950 and has 36 classrooms and two portables that are used as classrooms. Oak Avenue Intermediate has one computer lab on campus, housed inside of one of the 36 classrooms. Oak Ave is currently 1/1 device to student ratio. 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.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	68	N/A	71	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	59	N/A	64	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	783	765	97.70	2.30	68.37
<b>Female</b>	366	353	96.45	3.55	71.39
<b>Male</b>	417	412	98.80	1.20	65.78
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	486	478	98.35	1.65	79.29
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	92.86
<b>Hispanic or Latino</b>	194	186	95.88	4.12	43.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	33	97.06	2.94	57.58
<b>White</b>	49	48	97.96	2.04	60.42
<b>English Learners</b>	90	85	94.44	5.56	12.94
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	309	299	96.76	3.24	59.20
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	103	95	92.23	7.77	16.84

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	783	760	97.06	2.94	58.95
<b>Female</b>	366	350	95.63	4.37	55.71
<b>Male</b>	417	410	98.32	1.68	61.71
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	486	477	98.15	1.85	75.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	64.29
<b>Hispanic or Latino</b>	194	182	93.81	6.19	24.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	33	97.06	2.94	42.42
<b>White</b>	49	48	97.96	2.04	37.50
<b>English Learners</b>	90	85	94.44	5.56	18.82
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	309	297	96.12	3.88	48.48
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	103	94	91.26	8.74	8.51

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	52.72	NT	53.09	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	407	404	99.26	0.74	52.72
<b>Female</b>	200	197	98.5	1.5	47.72
<b>Male</b>	207	207	100	0	57.49
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	257	256	99.61	0.39	63.28
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	96	95	98.96	1.04	29.47
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	14	100	0	50
<b>White</b>	31	30	96.77	3.23	36.67
<b>English Learners</b>	40	40	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	165	162	98.18	1.82	44.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	43	100	0	16.28

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 5X 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. There is a monthly "Coffee with the Principal," where parents can get updates and ask questions. Parents are always welcomed and encouraged to chaperone field trips and school activities when we have them.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	808	800	76	9.5
Female	378	375	34	9.1
Male	430	425	42	9.9
American Indian or Alaska Native	0	0	0	0.0
Asian	499	498	12	2.4
Black or African American	5	5	1	20.0
Filipino	14	14	0	0.0
Hispanic or Latino	200	195	53	27.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	34	5	14.7
White	54	53	5	9.4
English Learners	108	106	11	10.4
Foster Youth	3	3	1	33.3
Homeless	4	3	1	33.3
Socioeconomically Disadvantaged	328	327	54	16.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	110	28	25.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.28	0.55	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	2.60	0.11	0.84	0.20	3.17
<b>Expulsions</b>	0.00	0.12	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.60	0.12
<b>Female</b>	1.85	0.00
<b>Male</b>	3.26	0.23
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.40	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	7.00	0.50
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	5.71	0.00
<b>White</b>	3.70	0.00
<b>English Learners</b>	3.70	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	3.66	0.30
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	5.45	0.91

## 2022-23 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 December 2022.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	28	2
Mathematics	26	11	20	4
Science	28	5	26	2
Social Science	29	2	27	3

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	7	26	2
Mathematics	27	5	21	6
Science	31	1	21	6
Social Science	31	1	14	13



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	24	
Mathematics	24	12	17	3
Science	30	3	13	10
Social Science	26	5	24	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	383.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,029	\$1,134	\$5,895	\$85,364
<b>District</b>	N/A	N/A	\$8,630	\$89,130
<b>Percent Difference - School Site and District</b>	N/A	N/A	-37.7	-4.3
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	-11.2	2.7

## 2021-22 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, the ELD teacher is also available three days per week. There is also an intervention section twice a week for students with an IEP.

At Promise 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.

AS A Tier 3 support, 2 Math and 1 English RTI section are available during the school day for struggling students. These are targeted intervention classes that students take as part of their school schedule.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,432	\$52,478
<b>Mid-Range Teacher Salary</b>	\$87,111	\$80,810
<b>Highest Teacher Salary</b>	\$106,763	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$128,143	\$127,080
<b>Average Principal Salary (Middle)</b>	\$135,450	\$134,264
<b>Average Principal Salary (High)</b>	\$151,091	\$147,200
<b>Superintendent Salary</b>	\$243,680	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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 PLC course alike teams teaching during the school year. PLC teams are working on common pacing plans and formative assessments. Tuesday's Early Release schedule makes it possible for each PLC to meet with all of its members to discuss team plans, shared curriculum and student needs. Each core academic department had four professional development pull out days with training from Target Solutions. Each of the four core academic departments have two full day PD sessions on implementing PLC course alike work to align curriculum, develop common formative assessments and analyzing data to improve student outcomes.

PLC course alike teams meet monthly during our early release faculty meetings to continue planning common assessments and data analysis. ILT team members meet with school administration monthly to focus on the overall school planning and working toward a common school vision. The goal of ILT is to decide what professional development is wanted by staff and to drive the instructional focus of the school.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2