

Oak Valley Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Oak Valley Middle School
Street	16055 Winecreek Road
City, State, Zip	San Diego, CA 92127
Phone Number	858-487-2939
Principal	Casey Currigan
E-mail Address	ccurrigan@powayusd.com
Web Site	http://www.powayusd.com/ovms
CDS Code	95-6002452

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	elehew@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Oak Valley Mission Statement: Students are at the heart of Oak Valley, and meeting their needs is our first priority.

Oak Valley Middle School is in the City of San Diego, California, nestled within a beautifully master planned community of 4S Ranch. Our student population comes from a diverse socioeconomic background. The ethnic distribution is approximately 8% Hispanic, 9 % Indian, 12% Chinese, 2% African American, 8% Filipino, 46% Caucasian, and 15% other.

Oak Valley runs on a block schedule. Students attend four classes a day, not including lunch. Classes rotate on an odd/even schedule. Each Tuesday, students arrive at school later, giving staff the opportunity for 70 minutes of collaboration. The collaboration that takes place includes meetings among grade level teams as well as department teams. Our staff focuses on building positive relationships between teachers, students, parents, and community. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Students who are not performing at grade level are supported through courses that meet on a regular basis. Music, Spanish, Art and Engineering are the electives currently being offered.

A Student Services Specialist works to support student well-being in areas of alcohol and other drug use prevention, tobacco use prevention, assists teachers in presenting anti-bullying education, anger management, and conflict mediation. Our Falcon Center, a student recreation/game center, is a place where students can get together during lunch and other free time to relax, talk to friends, make new friends, read, do homework and play games. This type of facility fosters a greater sense of community among students and creates a relaxing atmosphere in which to bond. Studies show that when students feel a sense of connectedness to school they perform better academically.

Another exciting program we have at Oak Valley is the OVPL (Oak Valley Peer Leaders) program, which meet before and after school to work on strategies to support all students. OVPL students tutor, mentor, and assist peers with academic and social concerns. The OVPL students provide free student-to-student tutoring three days a week in the Library. As a group they organize and lead large group forums once a month to tackle topics like bullying and academic honesty.

The physical education department delivers curriculum, which include components that shift the physical education paradigm of teaching students sports to concentrating on student learning life-long health and fitness skills and concepts. The P.E. Program provides a Fitness Lab to teach students how their bodies work and show them the effects of exercise on their bodies.

Currently, Oak Valley has an English Language Learners Program. Students who are Intermediate and above in their English skills are placed in clusters in the general education classroom with support provided by an instructional assistant. 24 students with beginning English skills are in a self-contained classroom with a CLAD certified teacher for language arts and social studies in grade 6-8. All teachers at Oak Valley are fully certificated to teach ELL students.

To further support our goal of personal and intellectual development we have three AVID classes and we implement the use of AVID strategies school-wide. We are committed to college readiness for all of our students, modeling our belief through University Day every Friday. Staff members wear college alumni clothing.

The Oak Valley Middle School Library strives to provide a rich selection of resources that support state standards, diverse interests, and multiple reading levels and learning styles. Online resources available throughout the campus and students home include DESTINY (library catalog), World Book Encyclopedia (encyclopedia, atlases, web-links, Spanish language encyclopedia,) Synagoga Learning- Infatuate (newspapers, magazines, e-books, primary sources, literature databases and reference resources,) Today's Science (science news written specifically for students,) Noodle Tools (the most comprehensive and accurate MLA and APA-style bibliography composer on the WEB.) The library has four computer stations with access to the resources and Microsoft suite (Word, Excel, and PowerPoint.) and three computers with access to DESTINY (library catalog). At present, the OVMS library has approximately 13,658 books, 19 magazine subscriptions, and a collection of DVDs and videos for the classrooms.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	451
Grade 7	443
Grade 8	494
Total Enrollment	1,388

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	32.6
Filipino	7.3
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.4
White	45
Two or More Races	4.2
Socioeconomically Disadvantaged	9.7
English Learners	5.1
Students with Disabilities	7.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	54	56	55	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Each pupil, including English learners, has textbooks or other materials, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education. Adopted 14/15	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language	Each pupil, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/29/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 03/29/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			MONITOR DUE TO AGE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NEEDS OVERLAY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/29/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	83	84	72	75	44	48
Mathematics	71	74	65	67	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	454	441	97.1	78.5
	7	452	434	96.0	87.8
	8	503	492	97.8	86.0
Male	6	240	233	97.1	71.2
	7	220	211	95.9	84.4
	8	241	235	97.5	78.7
Female	6	214	208	97.2	86.5
	7	232	223	96.1	91.0
	8	262	257	98.1	92.6
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	155	152	98.1	91.5
	7	145	141	97.2	95.0
	8	160	158	98.8	93.0
Filipino	6	19	19	100.0	89.5
	7	41	40	97.6	90.0
	8	43	43	100.0	95.3
Hispanic or Latino	6	38	37	97.4	56.8
	7	29	29	100.0	82.8
	8	42	38	90.5	68.4
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	203	194	95.6	76.3
	7	199	187	94.0	84.0
	8	231	227	98.3	84.1
Two or More Races	6	28	28	100.0	64.3
	7	21	21	100.0	95.2
	8	11	11	100.0	81.8
Socioeconomically Disadvantaged	6	33	31	93.9	35.5
	7	34	33	97.1	66.7
	8	46	44	95.7	65.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	31	23	74.2	30.4
	7	21	19	90.5	42.1
	8	22	20	90.9	35.0
Students with Disabilities	6	54	52	96.3	30.8
	7	32	29	90.6	34.5
	8	27	26	96.3	26.9
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	454	447	98.5	67.0
	7	452	434	96.0	78.3
	8	503	494	98.2	76.7
Male	6	240	237	98.8	66.7
	7	220	210	95.5	77.1
	8	241	237	98.3	71.7
Female	6	214	210	98.1	67.3
	7	232	224	96.5	79.5
	8	262	257	98.1	81.3
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	6	155	155	100.0	87.0
	7	145	142	97.9	93.0
	8	160	160	100.0	93.1
Filipino	6	19	19	100.0	79.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	41	41	100.0	75.6
	8	43	43	100.0	79.1
Hispanic or Latino	6	38	37	97.4	48.6
	7	29	29	100.0	69.0
	8	42	38	90.5	63.2
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	203	197	97.0	55.6
	7	199	185	93.0	69.7
	8	231	227	98.3	68.7
Two or More Races	6	28	28	100.0	71.4
	7	21	21	100.0	90.5
	8	11	11	100.0	72.7
Socioeconomically Disadvantaged	6	33	32	97.0	25.8
	7	34	33	97.1	54.5
	8	46	44	95.7	36.4
English Learners	6	31	29	93.5	17.9
	7	21	21	100.0	52.4
	8	22	21	95.5	47.6
Students with Disabilities	6	54	52	96.3	23.1
	7	32	29	90.6	20.7
	8	27	26	96.3	15.4
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	80	91	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	503	496	98.6	90.5
Male	241	238	98.8	87.4
Female	262	258	98.5	93.4
Asian	160	159	99.4	96.9
Filipino	43	43	100.0	95.4
Hispanic or Latino	42	38	90.5	71.1
White	231	230	99.6	90.0
Two or More Races	11	11	100.0	81.8
Socioeconomically Disadvantaged	46	44	95.7	61.4
English Learners	22	21	95.5	47.6
Students with Disabilities	27	27	100.0	44.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.5	29.5	46

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Oak Valley is deeply committed to having our parents involved in our school. In our research on parent involvement, we found information from The National Network of Partnership Schools at Johns Hopkins University which supports the following: “School, family, and community partnerships continue to be essential at the middle and high school levels. Students tend to do better in school academically and behaviorally when partnership practices are thoughtfully implemented. Effective family and community involvement can help ease the transition from one school to another, create a safer school environment, improve student attendance, increase homework completion, and raise awareness of post-secondary opportunities.” As we developed the Oak Valley Vision, we incorporated three statements to affirm this philosophy:

- Adults in our school maintain a rich academic environment by working in collaboration with colleagues and parents to deepen their own knowledge and improve their practice.
- We involve families as partners in their children’s education, keep them informed, involve them in their children’s learning, ensure participation in school-level decision making, and provide access to us.
- Our entire community is involved in shared decision making, to ensure all voices are heard and honored.

We welcome all of our volunteers; in the classrooms, during lunches, in our Welcome Center (office), Back-To-School Night, Open House, dances, volunteer opportunities in the classrooms, in our PTSA and Oak Valley Falcon Foundation. This year, we provided a two part classroom volunteer training session, to help our parents become more effective in our classrooms. This was a well attended training.

Volunteers also run our Science Olympiad, Robotics, Art Corps and Math Counts program.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	1.2	1.0	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

School Emergency Preparedness Plan Project ASSERT – Year: 2016-2017 School: Oak Valley Middle School Incident Commander / Principal: Casey Currigan - Pursuant to District Board Policy and Administrative Procedure, School Emergency Preparedness Plans are required to be prepared and updated on an annual basis, including provisions for student education, staff training, simulation drills, and community awareness. The plan template is designed to provide all essential components required for comprehensive school emergency / disaster preparedness, incorporating the National Incident Management System (NIMS-ICS).

Principals as Incident Commanders have primary responsibility for the overall planning, training, and management of schools in emergency situations. Command Post positions and team functions are essential to successful emergency operations and they are delegated to staff members who receive training and practice rehearsals under the direction of the Incident Commander. The procurement, safe storage, and utilization of essential disaster equipment and supplies in accordance with district procedures are the responsibility of the Principal / Incident Commander. Additional essential staff and team training modules need to be accessed from the District Emergency Preparedness Guide and distributed appropriately to staff accompanied by necessary team organization and training.

Section 1. Command Post Assignments: School Emergency Operations Team Principal (Incident Commander): Casey Currigan. Designated Alternates (3) 1. Priscilla Sanchez 2. Rebecca Vogel 3. Patrick Sheehan. Liaison: Priscilla Sanchez and Rebecca Vogel. Safety and Security: Patrick Sheehan and Chris Smith. Public Information/Media: Casey Currigan and Staff Assistants (Runners, Staff on Prep, etc.). Command Post Functions (Responsibilities) coordinate all operations: Emergency Operations Teams, Student Attendance & Release, Communication & Public Relations Operations. Planning and Intelligence: Casey Currigan, Deirdre Sheehy, and Gigi Hotaling. Logistics: Custodial Lead (Paul Sweeney), Stephanie Johnston, Rebecca Vogel and Priscilla Sanchez. Finance / Administration: Casey Currigan. Emergency Signal/Alert: Custodial Supervisor (Jeff Walker), Custodial Lead (Paul Sweeney) and Staff as assigned. Visitor Accountability: Katie Andrews and Stephanie Johnston. Team Activation and Communication: Casey Currigan, Priscilla Sanchez, and Rebecca Vogel. Site/Facility Assessment and Status Report to District EOC: Casey Currigan, Custodial Supervisor (Jeff Walker,) Custodial Lead (Paul Sweeney), and Deirdre Sheehy. Emergency Operations Teams: Sweep, Search and Rescue – Lead(s) Jon Comford, Martin Reisert, and Jeff Cox. Members: Lori Hetzel, David Ow, Nancy Minerva, Kelly Southwell, Tanya MacMartin, and Tracy Jackson. Security – Lead (s) Patrick Sheehan and Chris Smith. Members: Jobbethem Tahapary, Rhea Dawn Smith and Custodial Staff. First Aid/Morgue – Lead(s) Anne Shaughnessy. Members: Kenny Daum, Michelle Kihm-Doyle, Devora Garrison, and Deirdre Kehoe. Sanitation/Restrooms: Lead(s) Custodial Supervisor (Jeff Walker), Custodial Lead (Paul Sweeney) and Custodial Staff. Members: Assigned by command center. Student Release and Reuniting: Lead(s) Kenya Bohn.

Section 2. Prevention: School officials conduct an assessment to identify the hazards in and around their schools that are preventable and then develop procedures designed to address them. Mitigation: School officials conduct an assessment to identify potential hazards in or around their school that pose potential threats. Staffs develop procedures designed to mitigate the damage that these hazards might cause. School Safety Committee Activated - Members (Including Law Enforcement): Rebecca Vogel, Gigi Hotaling, Jayati Ghoshal, Mike Gibson, Dusty Posey, Jeff Walker, and Robert Brunk #2216(Law Enforcement) Meeting Dates: Throughout school year. School Safety Vulnerability Check: Admin walks campus as needed Corrective Action Taken (What and When): Table Top Simulations: Date(s) September 2016 (operations team) and March 2016 (all staff).

Plan Adjustments (Goals) Due to Vulnerability/Safety Assessment Findings - Preparedness: The preparedness phase is addressed through the district Emergency Preparedness Policy and Procedures which are operationalized through the District Emergency Preparedness Guide. Emergency preparedness organization, training and guidelines are premised on the Incident Command System (ICS) and the National Incident Management System (NIMS). Staff In-Service Training Dates: 8/2016 Organizational Plan and Assignments completed: YES, 8/2016. The response phase includes the actions and steps taken to effectively address a school related emergency or crisis. Response includes a multi-hazard approach to developing system wide and school-based response plans, strategies, and protocols based upon the Incident Command (ICS) format. Communication Network Check: Internal and external communication and networking are clearly understood and key personnel are assigned these functions including telephone, all-call, email, wireless, and 800 MHz Motorola system. Command Center & Teams/Walkie Talkies: Yes, 800 MHz. Motorola Radio – Battery Recharging: Yes. District Office/EOC Contact Assigned: Yes. Emergency Call (911) Alert Assigned: Yes. Command Post Organization and Rehearsal: Yes. Alternate Incident Commander Assignment's current: Yes. Team Organization and Rehearsal: Yes. Staff assignments current and understood: Yes.

Recovery: The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. The focus must be on students and the physical plant. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a strong and supportive school environment. Structural Safety Occupancy Check List & District Contact: Yes (Earthquake Damage Assessment) Site Crisis Response Team Leader/Team trained: Yes. Curricular Activities promote stability and learning.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	18	20	30	28	6	17	14	13	11	65	33
Mathematics	23	17	15	11	25	10	6	21	26	12	23	19
Science	34	1	3	22	33		9	19	30	5	18	24
Social Science	31	4	2	23	30	3	14	14	29	6	24	18

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	700
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.95	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	2.8	N/A
Other		N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$67,927.06
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	-6.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-6.9

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Research supports the positive effects professional development has on increasing student achievement. All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.

During our late start Tuesday mornings the site has time set aside for professional growth. Teachers meet in either small team, large focus groups or an entire staff (all team). School wide goals in literacy and response to intervention are addressed in the large focus group and all team meetings. Individual, classroom and subject area goals are addressed during small team time. The staff works collaboratively on the calendaring of this time to address student needs in a timely fashion.