

SARC School Accountability Report Card 2018-19

Published in 2019-20



O'Hara Park Middle School

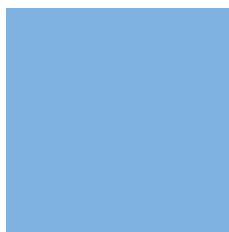
Grades 6-8
CDS Code 07-61762-6108765

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Para español, visita www.ouesd.k12.ca.us.



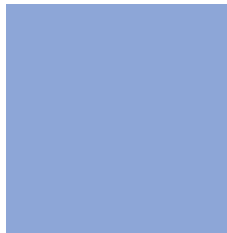
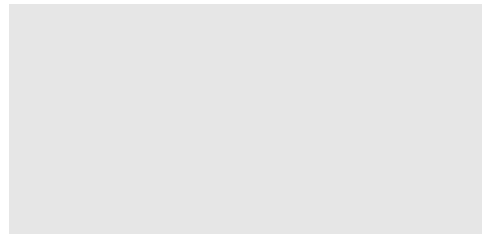
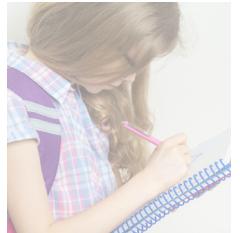
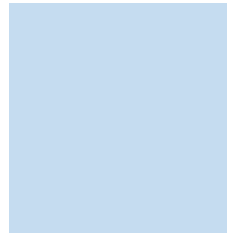
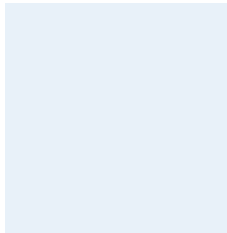
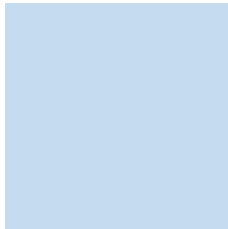
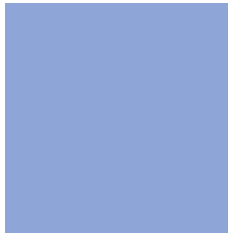
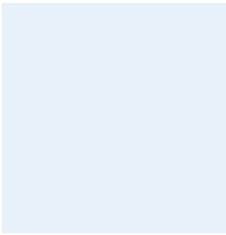
Be Here! - Be You! - Belong!



Oakley Union Elementary School District

91 Mercedes Lane Oakley, CA 94561 ▪ www.ouesd.k12.ca.us

Greg Hetrick, Superintendent ▪ ghetrick@ouesd.k12.ca.us ▪ (925) 625-0700





Principal's Message

O'Hara Park Middle School takes great pride in offering a challenging and diverse curriculum to all of our students. Our professional learning community promotes excellence and believes respect and positive intentions are the basis for a collaborative culture and a successful learning environment. We are made up of 791 students, 39 teachers, 30 support staff and an administrative team of one principal, one assistant principal, a psychologist and two counselors.

While we are proud of the performance of our students in both our standardized testing programs and the curriculum offered in every classroom, we continue to assess our progress and critically evaluate the ways in which we might improve teaching and learning. We have implemented Common Core State Standards and assessments. We encourage and support student achievement as we strive for excellence. We seek to do this in a safe environment by developing positive relationships within the school, family and community.

O'Hara Park Middle School provides our students with numerous opportunities to practice life skills. We designed our curriculum and programs with the idea of reaching every student. We celebrate our success by having a schoolwide advisory class for all students, many counseling opportunities and a mentor program. We also believe in restorative practices and have ongoing restorative justice projects, pay it forward opportunities and conflict resolutions circles available to our students. These programs cover several themes such as school safety, academic assistance, culture and diversity, school and community, character building, and anti-bullying.

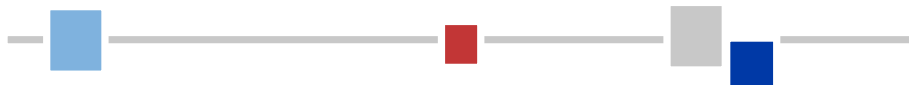
We have a parent liaison available to support our parents and offer parent education classes. We welcome the participation of parents through our Parent Teacher Student Association (PTSA), parent math nights, Second Cups of Coffee (morning coffee meetings with administration and teachers on topics such as student safety, counseling or specific programs) and the English Learner Advisory Committee (ELAC). Parents are welcome to drop by the school office anytime. Furthermore, we encourage parent participation in classroom and school activities. O'Hara Park has many forms of communication available to our parents, including the school website, parent portal, the student handbook and email, plus regular use of the student agenda/planner by teachers and students, and news flashes. Staying in touch with our families through continuous correspondence is part of our formula for success!

School Mission Statement

The mission of O'Hara Park Middle School, through a collaborative partnership of students, families, staff and community, is to ensure that every student is a part of an inclusive community of critical and creative thinkers who practice resiliency, show empathy, and take initiative for learning.

School Vision Statement

Our goal is to create a learning community of students, parents, teachers, support staff, and administrators who work together in an environment of mutual trust and appreciation. The staff at O'Hara Park Middle School understands the intellectual, emotional, physical, and social needs of the students and is committed to creating experiences and opportunities which will enable all students to achieve academic success and personal growth.



Parental Involvement

We welcome parent involvement at O'Hara Park Middle School. Many of our parents volunteer their time in classrooms, in the office and at special school events. O'Hara Park has an active PTSA and English Learner Advisory Committee (ELAC) in which many parents participate. We believe that a healthy partnership built between parents, students and staff will create opportunities for students to be successful.

Please contact Tosha Grey, PTSA president, at (925) 625-5060 for more information on how to volunteer your time with our PTSA or ELAC groups.

School Safety

School safety is the top priority at O'Hara Park Middle School. Our school safety plan is a comprehensive look at student safety and all safety procedures. Our school safety plan includes regular fire and earthquake drills, intrusion preparedness, lockdowns, shelter-in-place, law-enforcement immediate response, emergency-response procedures and lists, emergency packs in classrooms, emergency duties, and schedule of practice drills. We are committed to providing a safe place for all students and staff.

The school safety plan was last discussed with faculty and staff in July 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



Governing Board

Kim Beede, President

Lisa Brizendine, Clerk

Erica Ippolito, Member

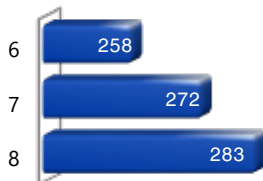
Larry Polk, Member

Richie Masadas, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Top Traits of the Greats

Be Safe

Be Responsible

Be Respectful

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

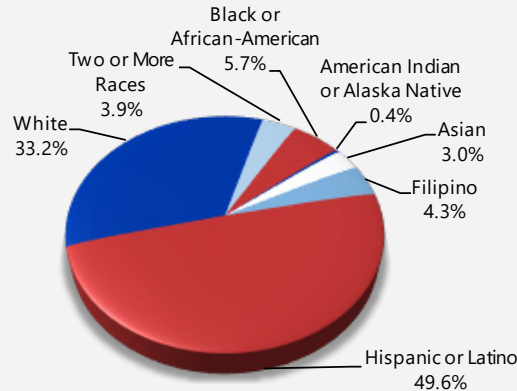
O'Hara Park MS			
	16-17	17-18	18-19
Suspension rates	6.5%	6.4%	9.7%
Expulsion rates	0.2%	0.5%	0.4%
Oakley Union ESD			
	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 813 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



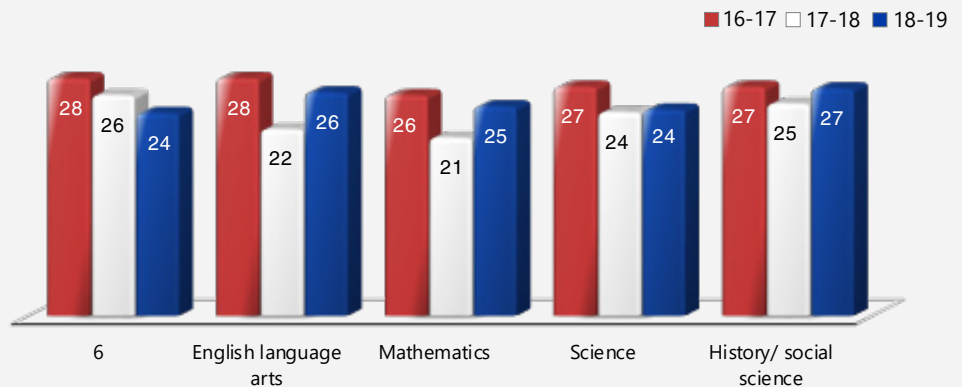
Socioeconomically disadvantaged	44.00%
English learners	13.70%
Students with disabilities	16.00%
Foster youth	0.40%
Homeless	0.10%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		17		10	52	8	11	36	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		8		19	36		2	36	
Mathematics		4		11	16	1	4	16	
Science		4		7	18		8	13	
History/social science		4		6	18		2	17	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	O'Hara Park MS		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	O'Hara Park MS		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	42%	39%	39%	50%	51%
Mathematics	18%	17%	27%	27%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		O'Hara Park MS
		Grade 7
Four of six standards		18.2%
Five of six standards		12.4%
Six of six standards		4.4%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6–8.

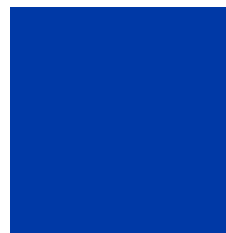
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	794	787	99.12%	0.88%	41.60%
Male	393	391	99.49%	0.51%	34.36%
Female	401	396	98.75%	1.25%	48.74%
Black or African-American	42	40	95.24%	4.76%	27.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	24	100.00%	0.00%	62.50%
Filipino	35	34	97.14%	2.86%	76.47%
Hispanic or Latino	395	391	98.99%	1.01%	34.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	262	262	100.00%	0.00%	44.66%
Two or more races	32	32	100.00%	0.00%	65.63%
Socioeconomically disadvantaged	379	374	98.68%	1.32%	28.69%
English learners	153	152	99.35%	0.65%	19.08%
Students with disabilities	114	112	98.25%	1.75%	7.21%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

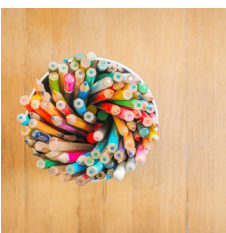
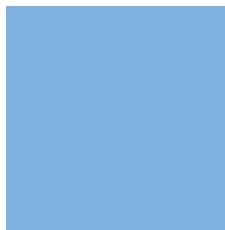




CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	794	775	97.61%	2.39%	17.18%
Male	393	385	97.96%	2.04%	17.40%
Female	401	390	97.26%	2.74%	16.97%
Black or African-American	42	39	92.86%	7.14%	10.26%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	24	100.00%	0.00%	41.67%
Filipino	35	33	94.29%	5.71%	42.42%
Hispanic or Latino	395	387	97.97%	2.03%	10.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	262	258	98.47%	1.53%	21.32%
Two or more races	32	30	93.75%	6.25%	33.33%
Socioeconomically disadvantaged	379	371	97.89%	2.11%	8.09%
English learners	153	151	98.69%	1.31%	5.30%
Students with disabilities	114	110	96.49%	3.51%	0.91%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/18/2019

Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	California Collections; Houghton Mifflin Harcourt (6-8)	2017
English learners	Reach for Reading; National Geographic Learning (6-8)	2017
Mathematics	Larson Big Ideas Math: Algebra I; Houghton Mifflin Harcourt (6-8)	2015
Science – 6th Grade	Focus on Earth Sciences; McDougal Littell (6)	2007
Science – 7th Grade	Focus on Life Sciences; McDougal Littell (7)	2007
Science – 8th Grade	Focus on Physical Sciences; McDougal Littell (8)	2007
History/social science	World History: Ancient Civilizations; National Geographic/Cengage Learning (6)	2019
History/social science	World History: Medieval to Early Modern Times; National Geographic/Cengage Learning (7)	2019
History/social science	United States History - American Stories: Beginnings to WWI; National Geographic/Cengage Learning (8)	2019

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/2/2019	
Date of the most recent completion of the inspection form	7/2/2019	



School Facilities

The O'Hara Park Middle School site is approximately 29 years old. The gym/multipurpose facility and music room are the center of our drama, music, physical education and athletic programs. We have a complete kitchen and food-service facility. Situated adjacent to O'Hara Park Middle School is O'Hara Community Park, which has field space that more than supports our physical education, sports and community recreation programs. We boast an instructional technology lab in addition to several computers in our library.

The school changed all interior lighting to more durable energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps.

The school added cameras and fencing as security measures.

Our maintenance and operations department takes pride in our site and spends a great deal of time gardening, repairing occasional damage and keeping the grounds clean and free of litter and graffiti.

The school facilities in the Oakley Union Elementary District are in outstanding condition. Facilities are monitored on a regular basis to ensure they provide a safe and clean learning environment. Adequate grounds, buildings and restrooms are provided. All restrooms are functional and cleaned on a daily basis.

Staff, custodians, administrators and students take responsibility for maintaining a clean and safe environment.

Crossing guards provide for safe passage across the street before and after school. The campus is well supervised before school, during school and at dismissal. Visitors are required to check in at the office and obtain an identification badge. Our site is well protected by a perimeter fence and gates.

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	1.000
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000

Teacher Qualifications

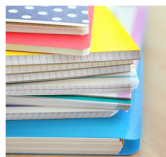
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	O'Hara Park MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	219	32	33	31
Without a full credential	7	3	1	3
Teaching outside subject area of competence (with full credential)	2	7	7	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	O'Hara Park MS			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	1	0	0	
Total teacher misassignments	1	0	0	
Vacant teacher positions	0	1	0	



"Our professional learning community promotes excellence and believes respect and positive intentions are the basis for a collaborative culture and a successful learning environment."

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
Beginning teacher salary	\$46,447	\$49,378
Midrange teacher salary	\$74,426	\$77,190
Highest teacher salary	\$94,635	\$96,607
Average elementary school principal salary	\$122,818	\$122,074
Average middle school principal salary	\$136,846	\$126,560
Superintendent salary	\$189,624	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
O'Hara Park MS	\$5,625	\$49,784
Oakley Union ESD	\$7,862	\$52,416
California	\$7,507	\$77,619
School and district: percentage difference	-28.4%	-5.0%
School and California: percentage difference	-25.1%	-35.9%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,222
Expenditures per pupil from restricted sources	\$1,597
Expenditures per pupil from unrestricted sources	\$5,625
Annual average teacher salary	\$49,784



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

O'Hara Park Middle School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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