

# **Mountain Oaks High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mountain Oaks High School
Street	33030 Rd 228
City, State, Zip	North Fork, CA 93643
Phone Number	559-877-4440
Principal	Rhonda Corippo
Email Address	rcorippo@mychawanakee.org
Website	<a href="http://www.chawanakee.k12.ca.us/Mountain%20Oaks%20HS/">http://www.chawanakee.k12.ca.us/Mountain%20Oaks%20HS/</a>
County-District-School (CDS) Code	20-75606-0100180

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	CHAWANAKEY UNIFIED SCHOOL DISTRICT
Phone Number	559.877.6209
Superintendent	Stephen Foster
Email Address	sfoster@mychawanakee.org
Website	www.chawanakee.k12.ca.us

### School Description and Mission Statement (School Year 2020-2021)

Our Mission is to provide superior programs that foster excellence and success, to develop resourceful thinkers and learners, and to prepare students to be ethical and responsible citizens.

In support of this mission, the District is committed to:

- providing every student to become competent and confident in a rapidly changing world;
- focusing the educational environment on all aspects of student growth;
- nurturing and encouraging innovation and progressive thinking to develop a strong professional staff to create enhanced opportunities for students;
- encouraging staff to continue to model appropriate behavior and demonstrate excellence;
- cooperating with staff, students, parents and our communities to provide a safe, flexible, responsive, and unrivaled educational environment;
- informing the community of the considerable accomplishments of our students and of the various activities of the district;
- identifying and developing community resources that can be used to support our district;
- working cooperatively with our communities, other public agencies and the development industry and address our facilities' needs;
- managing the district's human, material, and fiscal resources responsibly and ethically;
- empowering parents to be responsible for the educational opportunities for their children by supporting and promoting parent choice.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	1
Grade 10	4
Grade 11	4
Grade 12	4
<b>Total Enrollment</b>	<b>13</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	30.8
Hispanic or Latino	7.7
White	53.8
Two or More Races	7.7
Socioeconomically Disadvantaged	100
Students with Disabilities	30.8
Homeless	38.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	3	2	74
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Chawanakee Unified School District held a Public Hearing on September 15, 2020, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual/Performing Arts, Health, and Foreign Language, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination, upon request, prior to adoption. The table displays information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt: Literature and Language Arts Course 3, McDougall Little Language anon Literature, Globe Pearson, Literature, Green, Gold and Purple levels, McDougal Little Language of British Literature	Yes	0
<b>Mathematics</b>	Big Ideas Math adopted 2015	Yes	0
<b>Science</b>	McDougal Littell adopted in 2008 Pearson adopted in 2008	Yes	0
<b>History-Social Science</b>	McDougal Littell adopted in 2006 McGraw-Hill adopted in 2006 Prentice Hall adopted in 2006	Yes	0
<b>Foreign Language</b>	McDougal Littell adopted in 2000, 2004	Yes	0
<b>Health</b>	Glencoe adopted in 2001	Yes	0
<b>Visual and Performing Arts</b>	Glencoe adopted in 2004	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment: Mountain Oaks High School provides an adequate supply of lab equipment for its students.		0

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

## School Facility Conditions and Planned Improvements

Mountain Oaks High School is located on its own campus in North Fork, California. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart shows the results of the most recent facilities inspection.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The principal works daily with the one full-time custodial staff member to ensure that the cleaning of the school is maintained to provide a clean and safe school.

## School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 12/20**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	26	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	--	N/A	24	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

Mountain Oaks High School's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The students at Mountain Oaks High School work in the areas of culinary, horticulture, and business in order to apply skills learned in integrated classroom settings. Students are also provided a career class to introduce them to fields of work they may be interested in getting involved. Students are also placed into the community to volunteer or work in a projected field of interest. Instructors at Mountain Oaks High School have directed efforts toward establishing work structures within each curricular area for all students, including those with special needs.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.3

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

Mountain Oaks High School greatly benefits from supportive parents. Our staff works diligently to build relationships with each parent, enabling students the benefit of a team that communicates and works towards successful educational outcomes for each student. The school has a base of parent volunteers who support the program and school-related activities. Parents are welcome to join our field trips, community volunteer events, and attend regular stakeholder gatherings hosted by the school.

The school sponsors several community service projects and events, that include a community soup feed, helping set up town hall for social events, and helping with the community food bank (food give away).

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--	--	--	3.7	3.2	4	9.1	9.6	9
Graduation Rate	--	--	--	91.9	91.3	92.7	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	29.4	6.5	5.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	5	1.5	2.5
<b>Expulsions</b>	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

The safety of students and staff is a primary concern of Mountain Oaks High. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster.

Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school by certificated staff, classified staff, and the principal. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are to sign in at the front office and receive a visitor's pass.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines.

The school reviews the plan by December of each year and updates it as needed. The plan was last updated and reviewed with school staff in December 2020. All revisions were communicated to both the classified, certificated staff and the community. It was approved by the Chawanakee Unified School District Board of Trustees on January 12, 2021. An updated copy of the plan is available to the public at the school and district offices.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>English Language Arts</b>	2	8			4	3			2	8		
<b>Mathematics</b>	2	8			2	6			3	4		
<b>Science</b>	3	2			4	3			4	3		
<b>Social Science</b>	4	5			5	3			2	12		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	20

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	27,863.28	953.07	26,910.21	63,667.60
District	N/A	N/A	12,490.42	\$55,441
Percent Difference - School Site and District	N/A	N/A	73.2	13.8
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	110.6	-8.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

In addition to LCFF funds, Mountain Oaks High School receives state and federal funding for the following categorical funds and other support programs:

- Instructional Materials
- Lottery
- Title I
- Title IV

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds the purchase of instructional supplies, office supplies, transportation, and equipment. Categorical funds provide instructional assistants, instructional supplies, professional development and supplemental instructional supplies.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,269	\$44,318
Mid-Range Teacher Salary	\$60,963	\$67,053
Highest Teacher Salary	\$70,632	\$90,163
Average Principal Salary (Elementary)	\$94,982	\$106,389
Average Principal Salary (Middle)		\$113,976
Average Principal Salary (High)	\$108,185	\$114,214
Superintendent Salary	\$149,143	\$141,066
Percent of Budget for Teacher Salaries	29.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5

For 2018-19 we continued the Math curriculum development implementing the new district benchmarking system and continued the development and implementation of the ELA curriculum and new writing curriculum. There was three teacher in-service days and the 30 minimum days that were used as training. Teachers attended training for Next Generation Science Standards. Two days of on site training was provided in best practices for instructional strategies and student-driven learning. Teachers will have two days training in project based learning and planning.

For 2019-2020 focus on science curriculum instruction, PBIS, and use of assessments and data to drive instruction.

Staff meetings include ELA, Math and Writing training and support. During staff meetings, student performance and data is reviewed from Iready, Benchmarks, and CAASP testing.

- Science workshops/training
- ELA workshops/training
- Math workshops/training

- CAASPP Interim Assessments
- IReady training

2018-2019:

- During the 2018-2019 school year, initial revisions on Science curriculum were started. Continuing work on internal benchmark assessments and rubric based grading.
- Minarets Charter has developed an "Teacher Playbook" that outlines instructional practices and professional standards for teaching.
- Ongoing staff meetings relating to ICLE and building curriculum materials. These are continuing and concentration on Rigor, Relevance and Relationships continues.

For 2019-2020:

- All Mountain Oaks teachers attended review workshops on DOK teaching strategies (depth of Knowledge) and Questioning strategies for the high school classroom.
- Half the staff reviewed English Language Arts data and graded student essays as part of our school wide writing initiative.(Competency Day)
- Entire staff have two separate in-services on building relationships with students. Detail discussion on how to build positive classroom culture.
- Entire staff works on Project Based Learning strategies during our weekly Monday meetings, using the Minarets Teacher Playbook and professional development materials from PBL training.

2020-21 CUSD staff focused new Student Information System and Learning Management System, new Student Assessment System, Social/Emotional Learning, and distance learning instruction. Professional Development is delivered in a variety of ways; many are after school workshops, conference attendance, and teacher release days. Teachers are additionally supported by teacher-principal meetings, peer mentoring, and monthly staff meetings to address any concerns.

Mountain Oaks teachers attended professional development in the area of Project Based Learning (PBL) teaching strategies.

Mountain Oaks staff has continued work with Madera County on Positive Behavior Intervention Systems (PBIS).

Mountain Oaks staff continues to work on Project Based Learning strategies during weekly Monday meetings, using the Minarets Teacher Playbook and professional development materials from PBL training.