Santa Maria-Bonita School District
Oakley Elementary School

Grades TK through 6
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2014-15 School Accountability Report Card
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2015-16
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Principal's Message

Cary Calvin Oakley School is a neighborhood transitional kindergarten through sixth grade elementary school where students are able to walk to and from school. Named after Cary Calvin Oakley, a Santa Maria Valley pioneer farmer, our school is closely linked with the agricultural industry where many of our students' parents are employed. We believe that parent and community involvement are vital components of students' success.

At Oakley School, our goal is to provide the needed support for every student to be a successful learner. We all work together as a team to meet individual needs and focus on growth for every child. We assess student academic performance regularly to monitor learning and provide instruction designed to support each child. We individualize learning through differentiated classroom instruction, targeted small groups, and intensive intervention. High expectations guide our school community as we lead our students in becoming lifelong learners and productive citizens.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Oakley Elementary School is located in the western region of Santa Maria and serves students in grades transitional kindergarten through six following a modified year-round calendar. At the beginning of the 2014-15 school year, 958 students were enrolled, including 5.9% in special education, 78.2% qualifying for English Language Learner support, and 95% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	0.30%	Transitional Kindergarten	33
Amer. Indian or Alaskan Native	0.10%	Kindergarten	150
Asian	0.00%	Grade 1	124
Filipino	2.00%	Grade 2	148
Hisp. or Latino	96.10%	Grade 3	115
Pacific Islander	0.00%	Grade 4	152
Caucasian	1.50%	Grade 5	125
Multi-Racial	0.00%	Grade 6	111
Students with Disabilities	5.90%	Ungraded	0
Economically Disadvantaged	95.00%		
English Learners	78.20%		
Foster Youth	0.40%		
		Total Enrollment	958

Student Achievement

Physical Fitness

In the spring of each year, Oakley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	28.2	18.3	13.7

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	OES	SMBSD	California
Overall Results	Yes	Yes	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Oakley Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	OES	SMBSD
PI Status	In PI	In PI
First Year of PI	2003-2004	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Oakley Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	34	30	32	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	30
All Students (School)	32
Male	36
Female	26
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	30
Pacific Islander	--
Caucasian	--
Multi-Racial	36
English Learners	17
Economically Disadvantaged	--
Migrant Educ.	36
Students with Disabilities	31
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Oakley Elementary School	District	California
English-Language Arts/Literacy	14	23	44
Mathematics	13	17	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	117	114	97.4	55	31	11	4
Male	117	60	51.3	60	28	10	2
Female	117	54	46.2	50	33	11	6
Filipino	117	3	2.6	--	--	--	--
Hisp. or Latino	117	110	94.0	55	31	10	4
Caucasian	117	1	0.9	--	--	--	--
English Learners	117	103	88.0	57	31	8	4
Economically Disadvantaged	117	105	89.7	57	30	10	4
Migrant Educ.	117	21	17.9	67	24	10	0
Students with Disabilities	117	7	6.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	117	115	98.3	45	34	17	3
Male	117	60	51.3	38	38	18	5
Female	117	55	47.0	53	29	16	2
Filipino	117	3	2.6	--	--	--	--
Hisp. or Latino	117	111	94.9	45	35	16	4
Caucasian	117	1	0.9	--	--	--	--
English Learners	117	104	88.9	46	36	15	3
Economically Disadvantaged	117	106	90.6	47	34	16	3
Migrant Educ.	117	21	17.9	43	43	10	5
Students with Disabilities	117	7	6.0	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	153	151	98.7	75	17	9	0
Male	153	81	52.9	79	15	6	0
Female	153	70	45.8	70	19	11	0
African-Amer.	153	1	0.7	--	--	--	--
Hisp. or Latino	153	148	96.7	75	16	9	0
Caucasian	153	2	1.3	--	--	--	--
English Learners	153	131	85.6	76	15	8	0
Economically Disadvantaged	153	146	95.4	75	16	8	0
Migrant Educ.	153	12	7.8	83	8	8	0
Students with Disabilities	153	9	5.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
			% Tested of All Students Total Enrollment	Percent Performance Level			
Student Groups	Total Enrollment	# Tested		1	2	3	4
All Students	153	151	98.7	58	35	7	0
Male	153	81	52.9	59	35	6	0
Female	153	70	45.8	56	36	9	0
African-Amer.	153	1	0.7	--	--	--	--
Hisp. or Latino	153	148	96.7	58	35	7	0
Caucasian	153	2	1.3	--	--	--	--
English Learners	153	131	85.6	60	34	5	0
Economically Disadvantaged	153	146	95.4	58	35	7	0
Migrant Educ.	153	12	7.8	67	33	0	0
Students with Disabilities	153	9	5.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	134	131	97.8	52	28	16	3
Male	134	76	56.7	59	28	9	3
Female	134	55	41.0	42	29	25	4
Amer. Indian or Alaskan Native	134	1	0.7	--	--	--	--
Filipino	134	4	3.0	--	--	--	--
Hisp. or Latino	134	124	92.5	52	28	16	2
Caucasian	134	2	1.5	--	--	--	--
English Learners	134	82	61.2	67	27	5	0
Economically Disadvantaged	134	125	93.3	54	28	15	3
Migrant Educ.	134	11	8.2	36	36	27	0
Students with Disabilities	134	13	9.7	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	134	131	97.8	59	27	13	1
Male	134	75	56.0	63	27	9	1
Female	134	56	41.8	54	29	18	0
Amer. Indian or Alaskan Native	134	1	0.7	--	--	--	--
Filipino	134	4	3.0	--	--	--	--
Hisp. or Latino	134	124	92.5	60	27	13	0
Caucasian	134	2	1.5	--	--	--	--
English Learners	134	83	61.9	78	18	4	0
Economically Disadvantaged	134	124	92.5	60	27	13	1
Migrant Educ.	134	11	8.2	55	18	27	0
Students with Disabilities	134	13	9.7	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	115	112	97.4	55	29	13	3
Male	115	57	49.6	61	23	16	0
Female	115	55	47.8	49	35	11	5
Filipino	115	2	1.7	--	--	--	--
Hisp. or Latino	115	107	93.0	56	28	14	2
Caucasian	115	3	2.6	--	--	--	--
English Learners	115	56	48.7	82	18	0	0
Economically Disadvantaged	115	108	93.9	57	28	12	3
Migrant Educ.	115	11	9.6	73	27	0	0
Students with Disabilities	115	6	5.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	115	114	99.1	58	32	7	3
Male	115	58	50.4	57	33	7	3
Female	115	56	48.7	59	32	7	2
Filipino	115	2	1.7	--	--	--	--
Hisp. or Latino	115	109	94.8	59	32	6	3
Caucasian	115	3	2.6	--	--	--	--
English Learners	115	58	50.4	83	17	0	0
Economically Disadvantaged	115	109	94.8	60	32	6	2
Migrant Educ.	115	11	9.6	73	18	0	9
Students with Disabilities	115	6	5.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met;   Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), flyers, monthly newsletters, and the school marquee. Contact the school office at (805) 361-7620 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper

Committees
English Learner Advisory Council
Parent Teacher Club
School Site Council

School Activities
Back to School Night
Open House
Student Orientation
Student Performances
Parent Information Nights
Awards Assemblies
End of the Year Talent Show
Parent Teacher Conferences
Jog-A-Thon
Family Fiesta Night
Family Literacy Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oakley Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Remediate playground drainage issues (2015-16)
• Installation of a walk-in freezer (2015-16)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Oakley Elementary School. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• Restroom cleaning
• Library cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning
• Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
Acreage	10.93
Square Footage	-
	Quantity
Permanent Classrooms	23
Portable Classrooms	11
Restrooms (sets)	6
Band Room	1
Cafeteria	1
Library	1
Computer Lab	1
Intervention Room	1
Outreach Consultant	1
Staff Lounge	1
Staff Work Room	1

Deferred Maintenance

Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Santa Maria-Bonita School District allocated $20,605 of deferred maintenance funds for HVAC projects at Oakley Elementary School.

Facilities Inspection

The district's maintenance department inspects Oakley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oakley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 09, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 09, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(G)	Relocatable Rooms - Room 24: Ramp rusting out on edges

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and yard duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, the assistant principal and yard duty supervisors monitor playground activity. The principal, assistant principal, and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, and teachers monitor student behavior to ensure a safe and orderly departure.

Oakley Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oakley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff and updated in April 2015. Staff responsibilities and safety plan updates were discussed with staff in September 2015.

Classroom Environment

Discipline & Climate for Learning

Oakley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	OES		
# of Students Suspended	6	23	36
# of Students Expelled	0	0	0
	SMBSD		
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes			
2012-13			
	Avg. Class	Number of Classrooms	
Grade	**Size**	**1-20**	**21-32**	**33+**
K	32.4		2	3
1	29.3		4	
2	30.6		5	
3	24.0	1	4	
4	35.7		3	
5	30.7		3	
6	33.0		1	2
2013-14			
	Avg. Class	Number of Classrooms	
Grade	**Size**	**1-20**	**21-32**	**33+**
K	30.0		6	
1	31.0		4	
2	30.0		5	
3	29.0		4	
4	29.0		5	
5	34.0			3
6	32.0		2	1
Combo 4-8	26.0		1	
2014-15			
	Avg. Class	Number of Classrooms	
Grade	**Size**	**1-20**	**21-32**	**33+**
K	30.3		6	
1	31.0		4	
2	29.6		5	
3	28.8		4	
4	29.0		5	
5	29.0		1	3
6	36.0		2	1

Combo classes are any combination of the grades shown.

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oakley Elementary School revolve around the California State Standards. During the 2014-15 school year, Oakley Elementary School held staff development training devoted to:

• Common Core State Standards - ELA Implementation
• Response to Intervention
• Grade Level Collaboration
• Data Analysis
• Instructional Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oakley Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Oakley Elementary School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

• Anchor Standards & ELA Shifts
• Assessment Planning
• Close Reading
• Collaborative Conversations
• Common Core Art/Music
• Common Core Curriculum Development
• Common Core Physical Education
• Digging Deeper
• English Language Arts
• GATE Training
• Google for Education
• Language Development / Vocabulary
• Lead Learners
• Math
• Report Cards
• Safety: First Aid/Search & Rescue
• Science
• SharpSchool Administration
• Smarter Balanced Using OARS/INSPECT
• Social Studies
• Technology Training
• Transitional Kindergarten Planning

Oakley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	**2013-14**	**2014-15**
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Oakley Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 09, 2015, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students.

The Board of Education adopted Resolution 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, *California Treasures*	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, *Inside Language, Literacy and Content*	0 %
History-Social Science		
2006	Harcourt School Publishers, *Reflections: California Series*	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, *California Go Math*	0 %
2015	McGraw Hill, *My Math*	0 %
Science		
2008	Harcourt School Publishers, *California Science*	0 %
2008	Scott Foresman, *California Science*	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Oakley Elementary

School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. Students are grouped by fluency or proficiency level and receive 30 minutes per day of direct instruction. Oakley Elementary School's teachers utilize National Geographic's Inside, English at Your Command, Oxford Pictionary/Dictionary, and McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. Oakley Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels.

Oakley Elementary School's special education program is staffed by a Resource Specialist Program Teacher, speech pathologist, psychologist, an adaptive PE specialist, and two Special Day Class teachers. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Oakley Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Oakley Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• Outreach Consultant
• Extended Day Interventions
• ASES (After School Education & Safety)
• Pyramid of Interventions Programs

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Oakley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Oakley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.4

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Oakley Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Oakley Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

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

Teacher Credentials & Assignments	OES			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	30	31	33	585
Teachers with full credentials	30	31	33	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	$47,483	$43,091
Mid-Range Teacher Salary	$75,982	$70,247
Highest Teacher Salary	$94,830	$89,152
Superintendent Salary	$194,647	$192,072
Average Principal Salaries:		
Elementary School	$113,792	$112,492
Percentage of Budget:		
Teacher Salaries	40%	41%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2013-14 school year, Santa Maria-Bonita School District spent an average of $7,703 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct

cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

• After School Learning & Safe Neighborhood
  Partnerships
• California Clean Energy Jobs Act
• Common Core State Standards Implementation
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally defined
• Quality Education Investment Act
• Special Education
• State Lottery
• Title I
• Title II
• Title III
• Title X, McKinney-Vento Homeless Assistance

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	OES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	879	N/A	N/A	N/A	N/A
Total**	$5,007	N/A	N/A	N/A	N/A
Restr.†	$764	N/A	N/A	N/A	N/A
Unrestr.††	$4,243	$4,581	92.62	$5,348	79.34
Avg. Teacher Salary	$74,209	$74,999	98.95	$72,993	101.67

Note: Cells with N/A values do not require data.
* Average Daily Attendance

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Oakley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location
Parents may access Oakley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Oakley Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria
Phone Number: (805) 925-0994
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 107

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.