

Santa Maria-Bonita School District
Oakley Elementary School

Grades TK through 6
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2015-16 School Accountability Report Card
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**2016-17
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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

The mission of Oakley Elementary is to work in partnership with students, family and community to ensure each student acquires the knowledge, skills and core values necessary to achieve personal success and enrich our community.

School Profile

Oakley Elementary School is located in the western region of Santa Maria and serves students in transitional kindergarten through sixth grade following a modified year-round calendar. At the beginning of the 2015-16 school year, 973 students were enrolled, including 6.1% in special education, 72.8% qualifying for English Language Learner support, and 95.9% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level 2015-16 | | | |
|--|--------|---------------------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 0.30% | Transitional Kindergarten | 16 |
| Amer. Indian or Alaskan Native | 0.20% | Kindergarten | 156 |
| Asian | 0.00% | Grade 1 | 143 |
| Filipino | 2.40% | Grade 2 | 116 |
| Hisp. or Latino | 95.50% | Grade 3 | 140 |
| Pacific Islander | 0.00% | Grade 4 | 116 |
| Caucasian | 1.60% | Grade 5 | 154 |
| Multi-Racial | 0.00% | Grade 6 | 132 |
| Students with Disabilities | 6.10% | Ungraded | 0 |
| Economically Disadvantaged | 95.90% | | |
| English Learners | 72.80% | | |
| Foster Youth | 0.30% | | |
| Total Enrollment | | | 973 |

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 2015-16 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Fifth | 14.8% | 8.4% | 3.9% |

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. 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 2016-17 | | |
|--|-----------|-----------|
| | 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 Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and 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 California State Standards 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. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

| CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students | | | | | | |
|---|---|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | Oakley Elementary School | | District | | California | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 14 | 20 | 23 | 27 | 44 | 48 |
| Mathematics (grades 3-8 and 11) | 13 | 17 | 17 | 19 | 33 | 36 |

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 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.

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 3 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 144 | 143 | 99.31 | 18.88 |
| Male | 78 | 78 | 100.00 | 16.67 |
| Female | 66 | 65 | 98.48 | 21.54 |
| African-Amer. | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 132 | 132 | 100.00 | 17.42 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 113 | 113 | 100.00 | 12.39 |
| Economically Disadvantaged | 135 | 134 | 99.26 | 19.40 |
| Migrant Educ. | 17 | 17 | 100.00 | |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 3 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 144 | 143 | 99.31 | 22.38 |
| Male | 78 | 78 | 100.00 | 24.36 |
| Female | 66 | 65 | 98.48 | 20.00 |
| African-Amer. | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 132 | 132 | 100.00 | 21.21 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 113 | 113 | 100.00 | 15.93 |
| Economically Disadvantaged | 135 | 134 | 99.26 | 21.64 |
| Migrant Educ. | 17 | 17 | 100.00 | |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 5 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 155 | 152 | 98.06 | 14.47 |
| Male | 81 | 78 | 96.30 | 8.97 |
| Female | 74 | 74 | 100.00 | 20.27 |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 150 | 147 | 98.00 | 13.61 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 101 | 98 | 97.03 | 1.02 |
| Economically Disadvantaged | 145 | 142 | 97.93 | 13.38 |
| Migrant Educ. | 12 | 12 | 100.00 | 8.33 |
| Students with Disabilities | 16 | 16 | 100.00 | |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 4 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 124 | 118 | 95.16 | 18.64 |
| Male | 60 | 58 | 96.67 | 22.41 |
| Female | 64 | 60 | 93.75 | 15.00 |
| African-Amer. | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 117 | 112 | 95.73 | 16.96 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 92 | 91 | 98.91 | 10.99 |
| Economically Disadvantaged | 119 | 113 | 94.96 | 17.70 |
| Migrant Educ. | 14 | 14 | 100.00 | 14.29 |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 5 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 155 | 154 | 99.35 | 9.74 |
| Male | 81 | 80 | 98.77 | 8.75 |
| Female | 74 | 74 | 100.00 | 10.81 |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 150 | 149 | 99.33 | 9.40 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 101 | 100 | 99.01 | 3.00 |
| Economically Disadvantaged | 145 | 144 | 99.31 | 9.72 |
| Migrant Educ. | 12 | 12 | 100.00 | 8.33 |
| Students with Disabilities | 16 | 16 | 100.00 | |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 4 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 124 | 119 | 95.97 | 15.13 |
| Male | 60 | 59 | 98.33 | 16.95 |
| Female | 64 | 60 | 93.75 | 13.33 |
| African-Amer. | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 117 | 113 | 96.58 | 12.39 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 92 | 92 | 100.00 | 8.70 |
| Economically Disadvantaged | 119 | 114 | 95.80 | 13.16 |
| Migrant Educ. | 14 | 14 | 100.00 | 14.29 |
| Students with Disabilities | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 6 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 131 | 131 | 100.00 | 29.77 |
| Male | 75 | 75 | 100.00 | 28.00 |
| Female | 56 | 56 | 100.00 | 32.14 |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 125 | 125 | 100.00 | 28.80 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 49 | 49 | 100.00 | 6.12 |
| Economically Disadvantaged | 128 | 128 | 100.00 | 28.91 |
| Migrant Educ. | 12 | 12 | 100.00 | 16.67 |
| Students with Disabilities | 17 | 17 | 100.00 | |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 6 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 131 | 131 | 100.00 | 22.14 |
| Male | 75 | 75 | 100.00 | 24.00 |
| Female | 56 | 56 | 100.00 | 19.64 |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 125 | 125 | 100.00 | 21.60 |
| Caucasian | -- | -- | -- | -- |
| English Learners | 49 | 49 | 100.00 | 4.08 |
| Economically Disadvantaged | 128 | 128 | 100.00 | 21.88 |
| Migrant Educ. | 12 | 12 | 100.00 | 16.67 |
| Students with Disabilities | 17 | 17 | 100.00 | |
| Foster Youth | -- | -- | -- | -- |

| CAASPP Test Results in Science for All Students | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|------------|-------|-------|
| Science (grades 5, 8, and 10) | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | Oakley Elementary School | | | District | | | California | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| | 30 | 32 | 29 | 34 | 30 | 30 | 60 | 56 | 54 |

| CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16) | | | | |
|--|------------------|------------------------------|------------------------------|--|
| Student Groups | Total Enrollment | # Students with Valid Scores | % Students with Valid Scores | % Meeting or Exceeding State Standards |
| All Students | 155 | 154 | 99.35 | 28.57 |
| Male | 81 | 80 | 98.77 | 30.00 |
| Female | 74 | 74 | 100.00 | 27.03 |
| African-Amer. | | | | |
| Amer. Indian or Alaskan Native | | | | |
| Asian | | | | |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 150 | 149 | 99.33 | 27.52 |
| Pacific Islander | | | | |
| Caucasian | -- | -- | -- | -- |
| Multi-Racial | | | | |
| English Learners | 101 | 100 | 99.01 | 15.00 |
| Economically Disadvantaged | 145 | 144 | 99.31 | 26.39 |
| Students with Disabilities | 16 | 16 | 100.00 | 18.75 |
| 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.

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

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

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

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

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 attending school events.

Parents stay informed on upcoming events and school activities through Parent Square (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)
- Addition of new parent parking
- Addition of new student pick up and drop off zone
- Addition of one new classroom
- Replacement of three ramps on portable buildings
- Expansion of parking lot on southeast corner of campus

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 | 24 |
| Portable Classrooms | 12 |
| Restrooms (sets) | 6 |
| Cafeteria | 1 |
| Library | 1 |
| Computer Lab | 1 |
| Intervention Rooms | 3 |
| Outreach Consultant | 1 |
| Staff Lounge | 1 |
| Staff Work Room | 1 |

Deferred Maintenance

Oakley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2015-16 school year, Santa Maria-Bonita School District allocated \$43,787 of deferred maintenance funds for repairs 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 Monday, October 24, 2016. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status | | | |
|--|---------------|------|------|
| Most Recent Inspection: Monday, October 24, 2016 | | | |
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Overall Summary of School Facility Good Repair Status | | | |
|---|------|------|------|
| Exemplary | Good | Fair | Poor |
| ✓ | | | |

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 2016. Staff responsibilities and safety plan updates were discussed with staff in September 2016.

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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oakley Elementary School revolve around the California State Standards. During the 2015-16 school year, Oakley Elementary School held staff development training devoted to:

- California 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 sessions 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 2015-16 school year, Oakley Elementary School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

- California State Standards
- Technology Training
- ELA/ELD Framework
- Building Student Engagement
- Academic Vocabulary
- Writing
- Assessment
- Go Math! Beyond the Basics

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 | | |
|--|---------|---------|
| 2013-14 | 2014-15 | 2015-16 |
| 1 | 1 | 2 |

Instructional Materials

All textbooks used in the core curriculum at Oakley Elementary School are 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2016, 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 16-05 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.

| Suspensions & Expulsions | | | |
|--------------------------|------------|--------|--------|
| | 13-14 | 14-15 | 15-16 |
| | OES | | |
| # of Students Suspended | 23 | 41 | 16 |
| # of Students Expelled | 0 | 0 | 0 |
| | SMBSD | | |
| # of Students Suspended | 860 | 1282 | 771 |
| # of Students Expelled | 1 | 2 | 3 |
| | California | | |
| # of Students Suspended | 279383 | 243603 | 230389 |
| # of Students Expelled | 6611 | 5692 | 6227 |

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 | | | | |
|---|-----------------|----------------------|-------|-----|
| 2013-14 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 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 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 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 |
| 2015-16 | | | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| K | 28.6 | | 5 | |
| 1 | 28.6 | | 5 | |
| 2 | 29.0 | | 4 | |
| 3 | 28.0 | | 5 | |
| 4 | 28.8 | | 4 | |
| 5 | 28.8 | | 5 | |
| 6 | 30.5 | | 4 | |
| Other | 29.0 | | 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).

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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, <i>California Treasures</i> | 0 % |
| English/Language Arts with ELD Materials | | |
| 2010 | National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i> | 0 % |
| History-Social Science | | |
| 2006 | Harcourt School Publishers, <i>Reflections: California Series</i> | 0 % |
| Mathematics | | |
| 2015 | Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i> | 0 % |
| 2015 | McGraw Hill, <i>My Math</i> | 0 % |
| Science | | |
| 2008 | Harcourt School Publishers, <i>California Science</i> | 0 % |
| 2008 | Scott Foresman, <i>California Science</i> | 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) 2015-16 | | |
|---|--------------|-----|
| | 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 | 0.5 |
| Outreach Consultant | 1 | 1.0 |
| Psychologist | 1 | 0.5 |
| Speech Therapist | 1 | 0.5 |

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 2015-16 school year, Oakley Elementary School had 33 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 2015-16 | | |
|---------------------------------------|---|--|
| | 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 |
| | 14-15 | 15-16 | 16-17 | 16-17 |
| Total Teachers | 31 | 33 | 35 | 618 |
| Teachers with full credentials | 31 | 33 | 35 | 618 |
| Teachers without full credentials | 0 | 0 | 0 | 0 |
| Teachers teaching outside subject area of competence (with full credential) | 0 | 0 | 0 | 0 |
| 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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2014-15 | | |
|------------------------------------|-----------|---|
| | SMBSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$43,949 | \$44,573 |
| Mid-Range Teacher Salary | \$79,592 | \$72,868 |
| Highest Teacher Salary | \$99,334 | \$92,972 |
| Superintendent Salary | \$208,989 | \$201,784 |
| Average Principal Salaries: | | |
| Elementary School | \$121,043 | \$116,229 |
| Percentage of Budget: | | |
| Teacher Salaries | 37% | 39% |
| Administrative Salaries | 5% | 5% |

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

Expenditures Per Student

For the 2014-15 school year, Santa Maria-Bonita School District spent an average of \$9,101 of total general funds to educate each student (based on 2014-15 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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- 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 2014-15 | | | | | |
|---|---------------------------|----------|------------------------------|---|------------------------------|
| | Dollars Spent per Student | | | | |
| | OES | SMBSD | % Diff. School & Dist. | State Avg., Dist. Same Size & Type | % Diff. School & State |
| | | | | | |
| ADA* | 891 | N/A | N/A | N/A | N/A |
| Total** | \$5,809 | N/A | N/A | N/A | N/A |
| Restr.† | \$798 | N/A | N/A | N/A | N/A |
| Unrestr.†† | \$5,011 | \$7,399 | 67.73 | \$5,677 | 88.26 |
| Avg. Teacher Salary | \$77,858 | \$78,953 | 98.61 | \$75,137 | 103.62 |

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 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 November 2016.