

Oakdale Heights Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Oakdale Heights Elementary School
Street	2255 Las Plumas Ave.
City, State, Zip	Oroville, CA 95966
Phone Number	530 -532-3004
Principal	John Bettencourt
E-mail Address	jbettencourt@ocesd.net
Web Site	http://ocesdca.apptegy.us/o/oakdale-heights-elementary
CDS Code	04615076003255

District Contact Information	
District Name	Oroville City Elementary School District
Phone Number	(530) 532-3000
Superintendent	Dr. Penny Chennell-Carter
E-mail Address	pchennellcarter@ocesd.net
Web Site	http://ocesdca.apptegy.us/o/ocesd

School Description and Mission Statement (School Year 2017-18)

Welcome to Oakdale Heights Elementary School. Our school community includes a highly skilled and dedicated staff. Our staff is guided by the following principles.

1. Maintain a safe and orderly learning environment.
2. Continually strengthen academic instruction and programs.
3. Maintain and strengthen communication between home, school, and community.

We believe communication between home and school is critical to the success of our students. In an effort to keep families informed we have developed the parent handbook. In addition, we have implemented the Parent Portal tool in ARIES for grades 4,5, and 6, where parents can view student progress throughout the year online. We encourage families to contact the school with any questions, suggestions, or concerns that you may have at any time. Give us a call or make an appointment to see us. We recommend you contact your student's teacher directly with questions pertaining to the classroom. Questions regarding arrival, dismissal, playground, and school-wide behavior expectations may be directed to the office or classroom teacher.

Our mission, as a community, is to inspire an excitement for learning in a safe and nurturing environment where students can achieve personal success in their learning and become respectful, responsible, and productive citizens.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	74
Grade 1	53
Grade 2	61
Grade 3	57
Grade 4	66
Grade 5	56
Grade 6	33
Total Enrollment	400

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	2.3
Asian	9.5
Filipino	0.3
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.5
White	50
Two or More Races	13.3
Socioeconomically Disadvantaged	85.5
English Learners	11.3
Students with Disabilities	16.8
Foster Youth	2.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	19	15	118
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 8/2017

The district has adopted the most current SBE-adopted materials in English language Arts and mathematics for the 2017/18 school year. This will be Oakdale's second year of implementing Everyday Math, and first year implementing Wonders. The district is also moving in the direction of a new NGSS aligned science curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders	Yes	0
Mathematics	Everyday Mathematics	Yes	0
Science	Houghton Mifflin California Science	No	0
History-Social Science	Reflections	No	0
Health	Health and Fitness	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff at Oakdale, and the district, work hard to ensure that the site facilities are clean, safe, and in good repair. The overall rating on the latest FIT report was an exemplary. Monthly safety meetings are held, and maintenance staff always responds to needs in a timely manner.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	18	19	30	30	48	48
Mathematics (grades 3-8 and 11)	23	20	22	23	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	213	99.07	19.25
Male	103	101	98.06	18.81
Female	112	112	100	19.64
Asian	20	20	100	45
Hispanic or Latino	54	54	100	24.07
White	94	93	98.94	15.05
Two or More Races	30	29	96.67	6.9
Socioeconomically Disadvantaged	183	181	98.91	17.68
English Learners	46	46	100	32.61
Students with Disabilities	47	46	97.87	6.52

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	213	99.07	19.72
Male	103	101	98.06	20.79
Female	112	112	100	18.75
Asian	20	20	100	40
Hispanic or Latino	54	54	100	25.93
White	94	93	98.94	16.13
Two or More Races	30	29	96.67	13.79
Socioeconomically Disadvantaged	183	181	98.91	19.34
English Learners	46	46	100	32.61
Students with Disabilities	47	46	97.87	2.17

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

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	25	44	49	53	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	17.9	37.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

The Board of Trustees recognizes that parents and guardians are children's first and most influential teachers. The Board honors the reciprocal responsibility which exists between the home and the school in the education of children. For this reason, continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents and guardians can directly affect academic success by reinforcing students' motivation and commitment to education. Parents and guardians are strongly encouraged to communicate with school personnel so the home and school are reinforcing the same goals and values the parents have set for their children. The Oroville City Elementary School District shall include parent involvement strategies as a component of instructional planning for all programs.

Parents at Oakdale have many opportunities to participate in school activities. Parents serve on the School Site Council, English Language Advisory Committee, and the LCAP committee. Parents also volunteer in the classrooms, participate in the PTO and activities provided by the PTO for students. Other opportunities for parent participation are back to school night, open house/Art show, family game night and our monthly walk to school celebrations. At the end of the first trimester, parents are asked to attend parent-teacher conferences where parents and teachers can partner together to discuss student progress and how to best meet the individual needs of their children.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.1	9.7	11.0	12.8	12.9	10.8	3.8	3.7	3.6
Expulsions	0.2	0.0	0.0	0.3	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Oakdale Heights has a comprehensive safety plan, which is reviewed and updated annually in January with the School Site Council. Teachers have input into the process, and as revisions are made, students are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to crisis, and recovery. Specific steps for response to a variety of possible crises is included in the plan, as well as in a flip-chart posted near the door of each classroom for quick reference.

Monthly drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Safety meetings are held monthly as well, to document any safety issues and their resolution. The principal, secretary, and custodian have received training through the FEMA Emergency Management Institute.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	87.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	4		20	1	3		21	1	3	
1	24		2		21	2	1		23		2	
2	24		2		18	3			24		2	
3	23		3		24		2		23		3	
4	25		2		28		2		28		2	
5	27		2		29		2		19	1	2	
6	17	2	1		21	1	2		23	1	1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0.7	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,165.50	2,126.41	6,039.10	80,395.99
District	N/A	N/A	7,736.00	77,442
Percent Difference: School Site and District	N/A	N/A	-21.9	3.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-8.1	8.4

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

Types of Services Funded (Fiscal Year 2016-17)

Oakdale Heights does not have any additional programs and services that support and assist students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,856	\$47,034
Mid-Range Teacher Salary	\$74,039	\$73,126
Highest Teacher Salary	\$90,337	\$91,838
Average Principal Salary (Elementary)	\$102,759	\$116,119
Average Principal Salary (Middle)	\$96,104	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$174,738	\$178,388
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for 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/>.

Professional Development (Most Recent Three Years)

Staff development is provided throughout the year according to statute, and as determined by needs at the site. Our focus for the 2017-2018 school year will be on the continuing development of Professional Learning Communities. We participate in district-wide training on ELA standards and Math standards. In addition, inservice and demonstration lessons have been provided to assist us in raising the achievement and meeting the needs of our second language learners. We are also implementing the foundations of Nurtured Heart Approach Approach, Trauma Based Learning theories, and PBIS.