

# Stanford Avenue 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Stanford Avenue School
<b>Street</b>	Stanford Avenue School
<b>City, State, Zip</b>	Oroville, CA 95966
<b>Principal</b>	Shannon Capshew
<b>E-mail Address</b>	scapshew@ocesd.net
<b>CDS Code</b>	04-61507-6003271

District Contact Information	
District Name	Oroville Elementary School District
Phone Number	530-532-3000
Superintendent	Dr. Penny Chennell-Carter
E-mail Address	<a href="http://ocesdca.apptegy.us/">http://ocesdca.apptegy.us/</a>
Web Site	<a href="http://ocesd.org">ocesd.org</a>

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

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### SCHOOL PROFILE

Stanford Avenue School is one of seven schools in the Oroville City Elementary School District. The campus is located in a quiet residential area on the east side of Oroville. All of our teachers and aides are Highly Qualified. Approximately 450 students are enrolled in TK/Kindergarten through fifth grade at Stanford Avenue School. Our ethnic population has changed over the last few years and now includes students from several ethnic groups. We are proud of our school's student composition and welcome the diversity it reflects. We have twenty regular education classrooms, one Resource and one Special Day Class. We also offer speech and language services. We have classroom instructional aides for primary education, special education, and library support. Stanford currently employs five parents as aides and playground supervisors. A Parent Teacher Club is active on our campus. The membership of this organization is growing each year, and the focus is on improving parent participation at our site. Several events are planned each year to invite parents to be on campus, and to be involved in their children's education.

### VISION & MISSION STATEMENTS

#### SCHOOL VISION:

1. Students will understand and value strategies that support problem solving, acting respectfully, working and playing responsibly, and staying safe. Empathy is at the root of motivating positive choices.
2. Teachers create, analyze, and plan science units and assessments tied to the NGSS standards. Through the use of projects, technology, and collaboration, students actively engage in the learning process. This supports high levels in the students' depth of knowledge (DOK).
3. Teachers provide daily Tier 2 and Tier 3 interventions, based on student need. Student data is tracked and discussed in PLC meetings, supporting decisions on intervention needs and achievements.
4. Teachers collaborate around common formative assessments to determine the strategies that best support Tier 1 "first best instruction". The collaborative work supports students' achievement of the grade level's essential core academic standards.

#### SCHOOL MISSION:

Working collaboratively, teachers are "core" to providing a whole and complete 21st century education while modeling and supporting positive decision-making, supporting high achieving goals.

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

Grade Level	Number of Students
Kindergarten	77
Grade 1	73
Grade 2	73
Grade 3	95
Grade 4	74
Grade 5	77
Grade 6	26
<b>Total Enrollment</b>	<b>495</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	3.4
Asian	2.4
Filipino	0
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.4
White	63.8
Two or More Races	13.9
Socioeconomically Disadvantaged	80.8
English Learners	3.8
Students with Disabilities	15.4
Foster Youth	3.2

**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	118
Without Full Credential			0	0
Teaching Outside Subject Area of Competence (with full credential)			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:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders 2017	Yes	0%
Mathematics	Everyday Math 2012	Yes	0%
Science	Houghton Mifflin 2007	Yes	0%
History-Social Science	Reflections 2007	Yes	0%
Foreign Language	Discovering French 2004; Realidades 2004	Yes	0%
Health	Health and Fitness 2006	Yes	0%
Visual and Performing Arts	Art Express 1999	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Facility Inspection Tool was an evaluation done on September 9, 2017 at Stanford Avenue School. The school ranked "good" in all categories. The rating shows "exemplary", with 100% of the structures in "good repair". These structures include: Systems; Interior; Cleanliness; Electrical; Restrooms/Fountains; Safety; Structural; and External.

**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: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	28	29	30	30	48	48
<b>Mathematics (grades 3-8 and 11)</b>	20	23	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
<b>All Students</b>	265	264	99.62	28.79
<b>Male</b>	139	138	99.28	28.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	126	126	100	29.37
Hispanic or Latino	43	43	100	25.58
White	166	165	99.4	30.3
Two or More Races	31	31	100	35.48
Socioeconomically Disadvantaged	220	219	99.55	26.48
English Learners	11	11	100	9.09
Students with Disabilities	42	42	100	7.14
Foster Youth	11	11	100	9.09

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	264	262	99.24	23.28
Male	138	136	98.55	21.32
Female	126	126	100	25.4
Hispanic or Latino	43	43	100	20.93
White	165	163	98.79	24.54
Two or More Races	31	31	100	22.58
Socioeconomically Disadvantaged	219	218	99.54	21.56
English Learners	11	11	100	9.09
Students with Disabilities	42	42	100	2.38
Foster Youth	11	11	100	9.09

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
<b>Science (grades 5, 8, and 10)</b>	60	71	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
<b>5</b>	29.6	18.3	11.3

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)**

Parent Coordinator will focus on parent communication (Bulldog Bark; Facebook; website; etc.), parent participation, and student recognition. Monthly Parent Communication meetings will be held, covering the many topics of parent interest and need. Topics on behavior intervention, academic intervention, attendance, nutrition, and school safety are examples of topics that the principal will share and discuss with the parents that attend. Edulink and memos home will communicate parent meetings and other school events that occur.

Health Aide will support increased attendance by identifying addressing health issues at the school. There will be Perfect Attendance Recognition through the organization of Monthly Pizza Reward, to the class with the greatest attendance that month. At the end of the year, students with perfect attendance for the year will participate in a raffle and get a chance to win a kindle or a bicycle.

Attendance Clerk will assist in the collection and maintenance of attendance data. Edulink will communicate absences that need to be reported. The use the attendance clerk and edulink will help document and communicate attendance needs and concerns, supporting and preventing School Attendance Review Board (SARB) meetings as needed.

## 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
<b>Suspensions</b>	11.1	12.0	9.3	12.8	12.9	10.8	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.3	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

Stanford Avenue School is in the city of Oroville. Because Oroville is a small rural community, there has been an allowance for one district Safety Plan to be developed. But, information specific to Stanford Avenue School is provided in an appendices.

Along with the district safety plan, there has been a school safety plan in place. The plan covers a range of topics including: School Rules; Transportation to School; Safe and Orderly Environment, and a Crisis Response Plan. The Crisis Response Plan provides the school administration a structure and direction when an emergency exists with disaster procedures that may include evacuation, lockdown, or other urgent needs.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2012-2013	2004-2005
<b>Year in Program Improvement*</b>	Year 2	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	7
<b>Percent of Schools Currently in Program Improvement</b>	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+
<b>K</b>	26		3		24		4		21	1	3	
<b>1</b>	22	1	2		24		2		24		3	
<b>2</b>	23		4		25		3		18	1	3	
<b>3</b>	26		3		23		4		23		4	
<b>4</b>	29		2		31		2		31		2	
<b>5</b>	29		3		30		3		30		3	
<b>6</b>	31		1		27		1		26		1	
<b>Other</b>	17	1			14	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	.20	20

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	
District	N/A	N/A		\$77,142
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$74,194

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

**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)

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The school site has committed to the emphasis on Science, Technology, Engineering, and Mathematics (STEM) with an emphasis on Wellness (Healthy Habits) and Environment (Recycling). Through the lens of WESTEM, the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) will be a primary focus for student learning. In order to be successful in our efforts to implement WESTEM, Stanford Avenue School is applying five research-based best practices that have guided successful elementary STEM schools. These practices include; leadership as the driver for change, professional capacity among teachers, a student-centered learning climate, strong ties to parents and community, and instructional guidance for teachers. Teachers and the principal have participated in many professional development opportunities including; Environmental Education Initiative workshops, Project Wet, Green Schools Summit, Google Summit, and STEM, a three-year professional development grant committed to a STEM partnership between Butte County Office of Education and California State University, Chico.

All students at Stanford Avenue Elementary School are provided with the textbooks and related materials for math, language arts, health, science, and social studies. A continued focus will be on the continued implementation of CCSS and the NGSS school-wide, and on the refinement of our system of interventions in ELA and Math. Language, a Tier III intervention program in ELA has been put into place throughout the district for students in grades 4-8. The District has provided professional development for CCSSs for every teacher in the district. The District purchased a new standard aligned mathematic program and has provided training for all teachers. The District supports District grade level meetings where teachers facilitate professional growth around Common Core State Standards.

The District continues to focus on the local interim assessments and the implementation of the Common Core State Standards. Common assessments are being identified and implemented to analyze data and monitor progress. Teachers are being guided in implementation of formative assessments as well as some teachers attending professional development around formative assessments. Time has been set aside an hour a week for grade level collaboration at the school site. The structured meetings support the Professional Learning Community (PLC). Grade level teachers discuss student achievement and strategies to address the CCSS and NGSS needs. Students may be given support as needed, avoiding getting stuck in interventions all year as a placement versus a specific service.

We have improved our RTI system this school year with the inclusion of a push in model for our resource students. Special education instructional aides are in general education classes during RTI times to lead small groups in interventions for students who qualify based on assessment results. Our resource students are leaving the general education classroom less and the added expertise of our aides has increased flexibility to our program and service to our students. Our system is in a consistent state of improvement and revision as we look at student results and provide the necessary instruction to improve student learning. Students may require a few extra tutoring lessons or small group instruction focusing on a specific skill that may be exited from their interventions in one to two weeks. Students with more severe needs require more formal and intensive groupings that typically are assessed at the end of six weeks. Depending on the level of intervention needed will determine when students are assessed formally and exited from interventions. The goal is to keep our interventions.