

Wyandotte Academy

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	Wyandotte Academy
Street	2800 Wyandotte Ave.
City, State, Zip	Oroville, CA 95966
Phone Number	530-532-3007
Principal	Todd Dowell
E-mail Address	tdowell@ocesd.net
Web Site	http://ocesdca.apptegy.us/o/wyandotte-academy
CDS Code	04615076094957

District Contact Information	
District Name	Oroville City Elementary School District
Phone Number	530-532-3000
Superintendent	Penny Chennell-Carter
Web Site	http://www.ocesd.net/

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

Our neighborhood school serves a diverse population in the town of Oroville. Our school staff consists of 13 regular education and three full time special education teachers in grades transitional kindergarten through fifth grade. Our principal and teachers are supported by the following staff: Secretary, Attendance Clerk, Health Clerk, Speech/Language Specialist, bilingual aide, Title One aide, Library/Media Clerk, a 30% Psychologist, and a 20% school counselor. Our TK-5 enrollment is approximately 340 students. Wyandotte Academy's student population is diverse in its ethnic distribution.

The mission of Wyandotte Academy is to promote the learning of all students by working collaboratively. The Wyandotte teachers and support staff are professionals dedicated to providing our students with a high quality education so that all students can achieve to their fullest potential. Along with standards based academics, we are passionate about guiding our students to be caring, respectful, and responsible citizens. Our vision for Wyandotte Academy is that through a balance of hard work and fun, our students will become thoughtful, intellectual citizens; a group of 'big thinkers' with goals of higher education. At Wyandotte Academy, we provide a safe, thoughtful environment; design and deliver a curriculum that is responsive to the needs of learners; provide a positive environment that promotes appropriate social and emotional skills to be productive citizens; engage in professional learning communities to be responsible for the learning of all our students; value the diversity of our students; recognize and value every member of the school community and celebrate their accomplishments; and, build positive parent partnerships.

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	58
Grade 2	45
Grade 3	26
Grade 4	50
Grade 5	49
Grade 6	59
Total Enrollment	359

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	3.3
Asian	27.3
Filipino	0
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0
White	38.2
Two or More Races	12.3
Socioeconomically Disadvantaged	90.8
English Learners	22.8
Students with Disabilities	15.9
Foster Youth	3.6

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	16	17	16	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: September, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge published by Amplify Adopted 2017	Yes	0
Mathematics	Everyday Mathematics published by McGraw-Hill Adopted 2015	Yes	0
Science	Houghton Mifflin California Science published by Houghton Mifflin Adopted 2007	Yes	0
History-Social Science	Reflections published by Harcourt Brace Adopted 2006	Yes	0
Foreign Language	K-5 none		
Health	Health and Fitness published by Harcourt Brace Adopted 2006	Yes	0
Visual and Performing Arts	Art Express published by Harcourt Brace Adopted 1999	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Oroville City Elementary School District takes pride in maintaining clean and safe school facilities. Wyandotte consists of 22 classrooms, a library, multipurpose room, computer lab, and Intervention rooms. The principal works closely with the custodial staff to ensure that all school facilities are kept clean and free of safety hazards. District maintenance staff and site custodial staff ensure that necessary repairs are completed in a timely manner. The results of Wyandotte Academy's September 2017's FIT report indicate that the school meets all standards of good repair. The determined average of all categories is 100%.

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	
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: 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
English Language Arts/Literacy (grades 3-8 and 11)	15	15	30	30	48	48
Mathematics (grades 3-8 and 11)	10	9	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	183	179	97.81	15.08
Male	101	100	99.01	17
Female	82	79	96.34	12.66
Black or African American	13	12	92.31	0
Asian	48	47	97.92	19.15
Hispanic or Latino	24	24	100	20.83
White	68	66	97.06	13.64
Two or More Races	20	20	100	20
Socioeconomically Disadvantaged	171	169	98.83	15.98
English Learners	49	48	97.96	20.83
Students with Disabilities	43	41	95.35	0

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	184	179	97.28	8.94
Male	101	100	99.01	9
Female	83	79	95.18	8.86
Black or African American	13	11	84.62	0
Asian	48	47	97.92	14.89
Hispanic or Latino	24	24	100	4.17
White	69	67	97.1	10.45
Two or More Races	20	20	100	5
Socioeconomically Disadvantaged	172	169	98.26	8.28
English Learners	49	48	97.96	16.67
Students with Disabilities	43	41	95.35	2.44

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)	46	40	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	34	14.9	21.3

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)

Parents are encouraged to become involved in their child's education by becoming a classroom/school volunteer and participating in our School Site Council and English Language Acquisition Committee. Parents are encouraged to become a part of our Parent Teacher Club by attending monthly meetings and various activities including movie nights and community events. Parent participation is also encouraged and welcomed at our Breakfast with Books, monthly awards assemblies, Back to School Night, Open House, Book Fairs, Parent Teacher Conferences, and various assemblies.

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	12.7	18.8	13.2	12.8	12.9	10.8	3.8	3.7	3.6
Expulsions	0.3	0.7	0.5	0.3	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Our Wyandotte Academy School Safety Plan is updated each year, and includes procedures for fire, earthquake, intruders on campus, and other emergencies. We have regular monthly emergency drills and safety checks. The key elements of our safety plan are consistent with each school in Oroville Elementary School District. We have an established Safety Committee consisting of the Principal, Custodian, Teacher, and Secretary. The Committee meets on a monthly basis to report and review safety issues. Our goal is to provide a safe, friendly campus to all.

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	2004-2005	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	17	4			20	1	3		19	1	3	
1	14	1			20	2			18	1	2	
2	19	2			23		1		22		2	
3	17	3			20	2			24		1	
4	25		2		24		2		31		1	
5	24		1		14	1	1		30		2	
6	21	1	2		24	1	2		28		2	
Other									13	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
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.8	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	7299.66	2449.94	4849.73	84725.16
District	N/A	N/A	7736.00	\$77,142
Percent Difference: School Site and District	N/A	N/A	-37.3	9.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-26.2	14.2

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

Types of Services Funded (Fiscal Year 2016-17)

Title One funding supports a Reading Support Instructional Aide, instructional materials that target reading and math support for our students, and professional development.

SBCP supports an office clerk, yard duty supervisors, and a library clerk.

EIA/LEP/NEP support paraprofessionals.

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)

Over the past three years, Wyandotte Academy has been devoted to supporting school improvement and student learning through implementation and ongoing training in the areas of teacher collaboration via Professional Learning Communities, Response to Intervention, English Language Development, and Positive Behavioral Interventions and Supports. OCESD provides opportunities for District Grade Level Teams to meet and focus on standards, curriculum, pacing guides, and common assessments. There are also 10 minimum days and a District wide staff development day which allows all staff to participate in Professional Development.