

Bird Street Elementary

School Accountability Report Card Reported Using Data from the 2016—17 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://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.



Patrick O'Brien, Principal

Principal, Bird Street Elementary

About Our School

Bird Street School is located in the historic downtown area of Oroville, California. At Bird Street School we believe that all children can and will learn. As a learning community we are committed to maintaining high academic expectations, and providing a safe, respectful and responsible learning environment. In my second year as principal, I want to continue to build upon the tradition and unique qualities of Bird Street School by continuing to build relationships with the students, staff, and families. We are a diverse community of learners and the children learn early on to accept people and look beyond first impressions. Our teachers and parents work closely together to make sure our students excel and grow into their full potential.

Contact

Bird Street Elementary
1421 Bird St.
Oroville, CA 95965-4783

Phone: 530-532-3001
E-mail: pobrien@ocesd.net

About This School

Contact Information (School Year 2017—18)

District Contact Information (School Year 2017—18)	
District Name	Oroville City Elementary
Phone Number	(530) 532-3000
Superintendent	Penny Chennell-Carter
E-mail Address	pchennel@ocesd.net
Web Site	http://www.ocesd.org

School Contact Information (School Year 2017—18)	
School Name	Bird Street Elementary
Street	1421 Bird St.
City, State, Zip	Oroville, Ca, 95965-4783
Phone Number	530-532-3001
Principal	Patrick O'Brien, Principal
E-mail Address	pobrien@ocesd.net
Web Site	http://ocesd.org/Bird%20Street/
County-District-School (CDS) Code	04615076003214

Last updated: 12/1/2017

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

Bird Street School is located in the Oroville City Elementary School District in the town of Oroville, California. The town is located in rural Butte County, has a city population of 13,000, with nearly 50,000 inhabitants making up the Greater Oroville Area. Bird Street School is TK-3 school housing approximately 120 students. We are one-to-one with either ipads or Chromebooks in all grades. All classrooms are connected to the Internet and wi-fi is available in all classrooms. Our staff consists of one principal, five general education teachers, three part-time instructional aides, one part-time bilingual aide, one secretary, one custodian, one cook, one cafeteria assistant, one part-time resource specialist, one part-time speech pathologist, and one part-time health aide. A School Psychologist is available when needed. All Instructional personnel have been certified as Highly Qualified. Our kitchen offers both breakfast and lunch programs. Bird Street School has been designated as a provision 2 school which allows us to serve free breakfast and lunch to all students in our school. During the 2006-2007 school year Bird Street School was recognized by the California Business Association for Academic Excellence with an Honor Roll Award for increases in academic achievements and continuing to close achievement gaps.

School Mission

At Bird Street School, we believe all children can and will learn.

School Vision

The Bird Street School community, which includes parents, staff, and students:

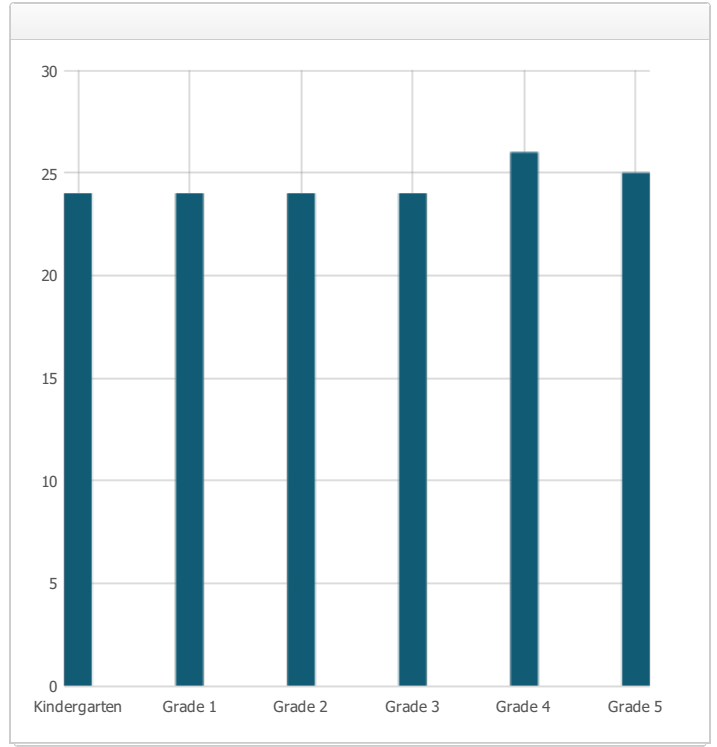
- Will maintain high academic expectations
- Will maintain high expectations for a safe, respectful, and responsible learning environment

Our school community shares the responsibility for the education of all students.

Last updated: 12/1/2017

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

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	24
Grade 3	24
Grade 4	26
Grade 5	25
Total Enrollment	147



Last updated: 12/1/2017

Student Enrollment by Student Group (School Year 2016—17)

Student Group	Percent of Total Enrollment
Black or African American	5.4 %
American Indian or Alaska Native	5.4 %
Asian	5.4 %
Filipino	0.7 %
Hispanic or Latino	20.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	49.7 %
Two or More Races	12.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.8 %
English Learners	8.2 %
Students with Disabilities	15.0 %
Foster Youth	1.4 %

A. Conditions of Learning

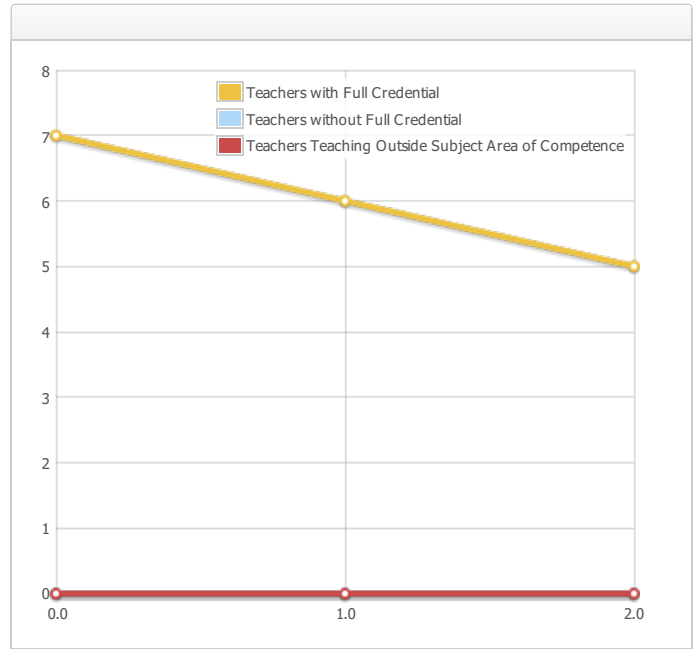
State Priority: Basic

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

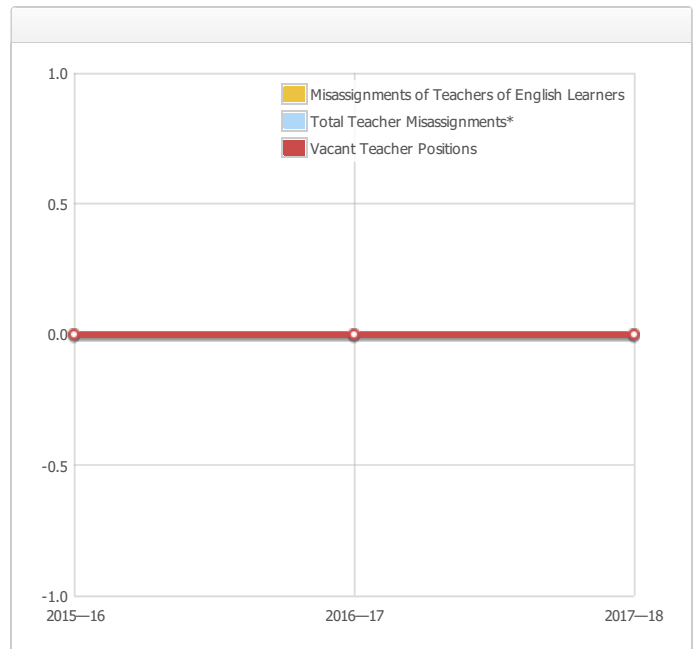
Teachers	School 2015—16	School 2016—17	School 2017—18	District 2017—18
With Full Credential	7	6	5	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/1/2017

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.

Last updated: 12/1/2017

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

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Bird Street School uses the newly adopted McGraw-Hill Reading Wonders © 2017 , and for English Language Development we Houghton Mifflin ELD 60 adopted in 2010	Yes	0.0 %
Mathematics	Bird Street school uses the district adopted Everyday Mathematics, 2012. This curriculum is aligned with the common core standards	Yes	0.0 %
Science	We use Science Houghton Mifflin California Science © 2007 for our science curriculum.	Yes	0.0 %
History-Social Science	The materials used for this subject are Social Studies Reflections © 2007 published by Harcourt Brace.	Yes	0.0 %
Foreign Language		Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/1/2017

School Facility Conditions and Planned Improvements

The Facilities Inspection Tool, or FIT report, has been developed to determine if a school facility is in good repair. This tool examines eight different categories and ranks each one as Good, Fair, or Poor. The eight categories grade the following: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural and External. Bird Street Elementary results in all eight categories was "Good." Furthermore each category had a determined average of 100%, which in turn gives us a school rating of "Exemplary."

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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Last updated: 12/7/2017

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016—17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	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%	16%	30%	30%	48%	48%
Mathematics (grades 3-8 and 11)	12%	13%	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.

Last updated: 12/4/2017

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	81	77	95.06%	15.58%
Male	46	44	95.65%	13.64%
Female	35	33	94.29%	18.18%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	18	18	100.00%	16.67%
Native Hawaiian or Pacific Islander				
White	37	34	91.89%	20.59%
Two or More Races	11	11	100.00%	--
Socioeconomically Disadvantaged	77	73	94.81%	16.44%
English Learners	13	13	100.00%	15.38%
Students with Disabilities	15	14	93.33%	14.29%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 12/4/2017

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	81	78	96.30%	12.82%
Male	46	44	95.65%	13.64%
Female	35	34	97.14%	11.76%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	18	18	100.00%	--
Native Hawaiian or Pacific Islander				
White	37	35	94.59%	20.00%
Two or More Races	11	11	100.00%	--
Socioeconomically Disadvantaged	77	74	96.10%	13.51%
English Learners	13	13	100.00%	--
Students with Disabilities	15	14	93.33%	21.43%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 12/4/2017

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

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Subject	Percentage of Students Scoring at Proficient or Advanced					
	School	School	District	District	State	State
	2014—15	2015—16	2014—15	2015—16	2014—15	2015—16
Science (grades 5, 8, and 10)	28.0%	27.0%	49.0%	53.0%	56%	54%

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.

Last updated: 12/4/2017

Career Technical Education (CTE) Participation (School Year 2016—17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/4/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016—17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015—16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2016—17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	34.6%	7.7%	--

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

Last updated: 12/4/2017

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 school site

Opportunities for Parental Involvement (School Year 2017—18)

Parent involvement is encouraged at Bird Street School. Volunteers are provided with a handbook explaining the expectations of our volunteers, as well as the parameters within which they must work. Parent volunteers help in our classrooms and assist with field trips and special events.

Newsletters keep families informed of the events at our school, and the newsletters also include ideas to help parents be involved in their students' education both in school and outside school hours. A calling system is employed on a daily basis for attendance purposes, as well as to inform families of special events, important reminders, and can be used for emergency notifications as well. Parents of all students TK-3 receive report cards three times a year, as well as ongoing progress reports when necessary. Some teachers also use an online app, Remind, to keep parents informed on a daily basis. Parent-Teacher Conferences are held at the end of the fall trimester, and as needed throughout the school year.

The Oroville City Elementary School District has developed and invites comment each year on its Parental Involvement Policy. A coordinating site Parental Involvement Policy has been developed through the School Site Council, and is reviewed and updated each year by the School Site Council. This policy includes the School-Parent Compact which is sent home during the first week of school each year.

State Priority: Pupil Engagement

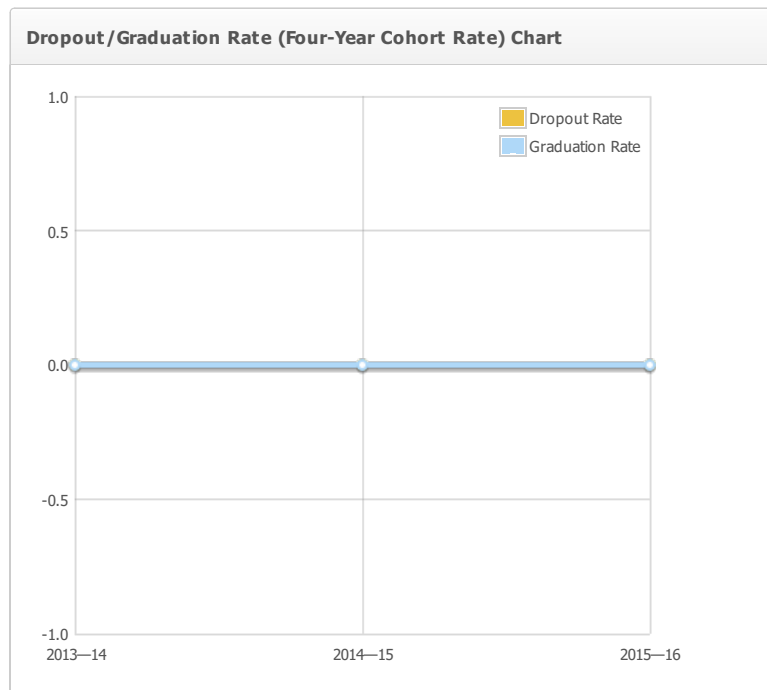
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2013—14	School 2014—15	District 2013—14	District 2014—15	State 2013—14	State 2014—15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	--	--	81.0%	82.3%

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.0%	0.0%	9.7%
Graduation Rate	0.0%	--	83.8%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/4/2017

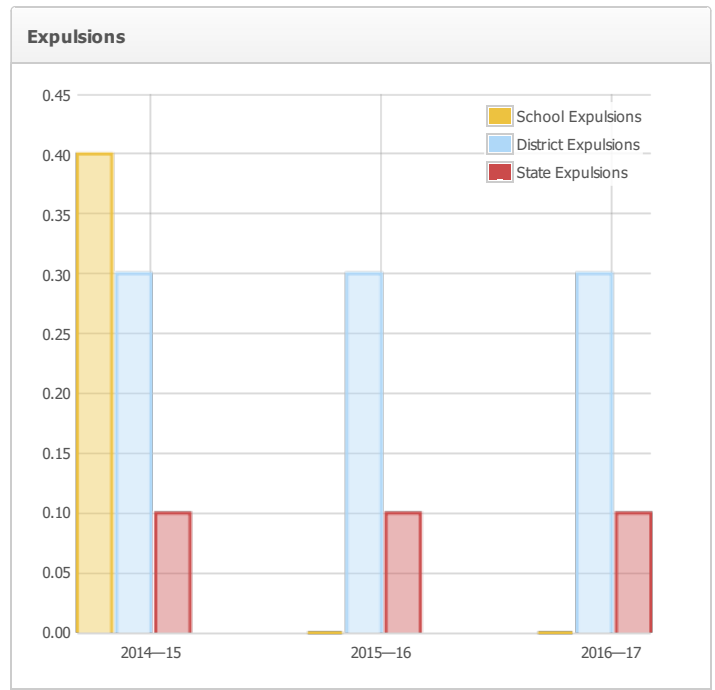
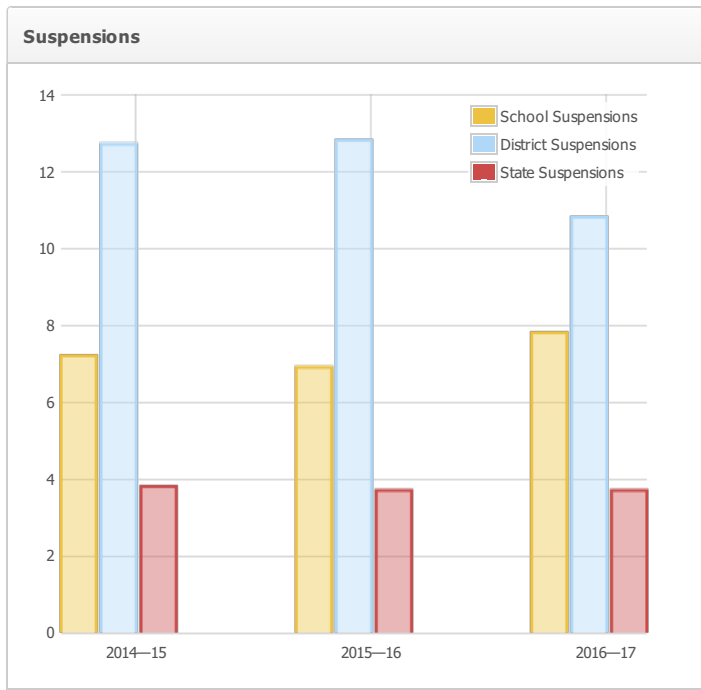
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17	2014—15	2015—16	2016—17
Suspensions	7.2%	6.9%	7.8%	12.7%	12.8%	10.8%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.0%	0.0%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/4/2017

School Safety Plan (School Year 2017—18)

Bird Street School has a comprehensive safety plan, which is reviewed and updated annually in January with the School Site Council. Parents and 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. Our last revision and update to our School Safety Plan was in February 2017.

Monthly drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Drills allow us to practice procedures under a variety of simulated situations. 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.

Last updated: 12/4/2017

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014—15			2015—16			2016—17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	1	0	23.0	0	1	0	24.0	0	1	0
1	26.0	0	1	0	24.0	0	1	0	24.0	0	1	0
2	24.0	0	1	0	22.0	0	1	0	24.0	0	1	0
3	23.0	0	2	0	22.0	0	2	0	24.0	0	2	0
4	31.0	0	1	0	27.0	0	1	0	0.0	0		0
5	30.0	0	1	0	31.0	0	1	0	0.0	0		0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/4/2017

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		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		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.

Last updated: 12/7/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015—16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7541.2	\$273.5	\$7267.7	\$81279.4
District	N/A	N/A	\$7736.0	\$77142.0
Percent Difference – School Site and District	N/A	N/A	-6.2%	5.2%
State	N/A	N/A	\$6574.0	\$74194.0
Percent Difference – School Site and State	N/A	N/A	10.0%	9.1%

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

Last updated: 12/18/2017

Types of Services Funded (Fiscal Year 2016—17)

Bird Street School supports two instructional aides and one bilingual aide, who work along with two district funded kindergarten aides, and an RSP aide to help students in small groups or individually to increase student achievement. We have restructured our school week to facilitate having a minimum day for PLC work each Wednesday.

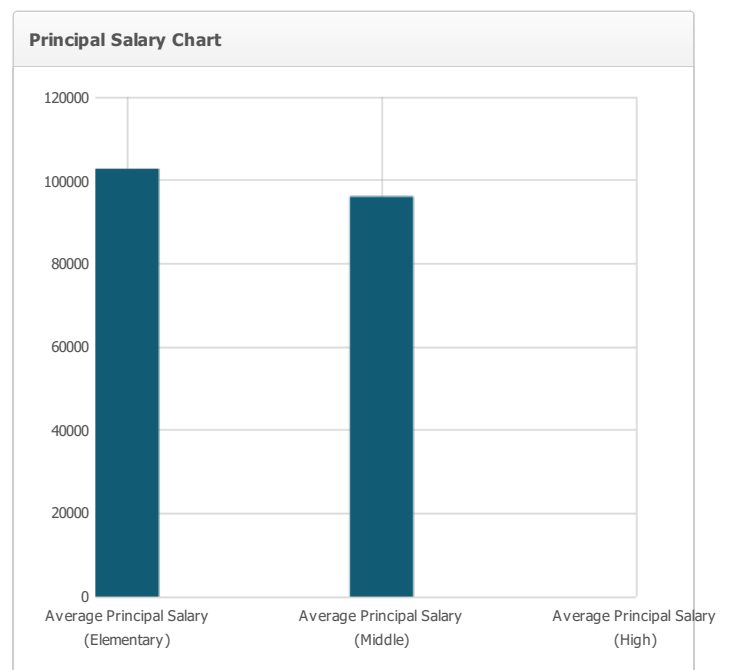
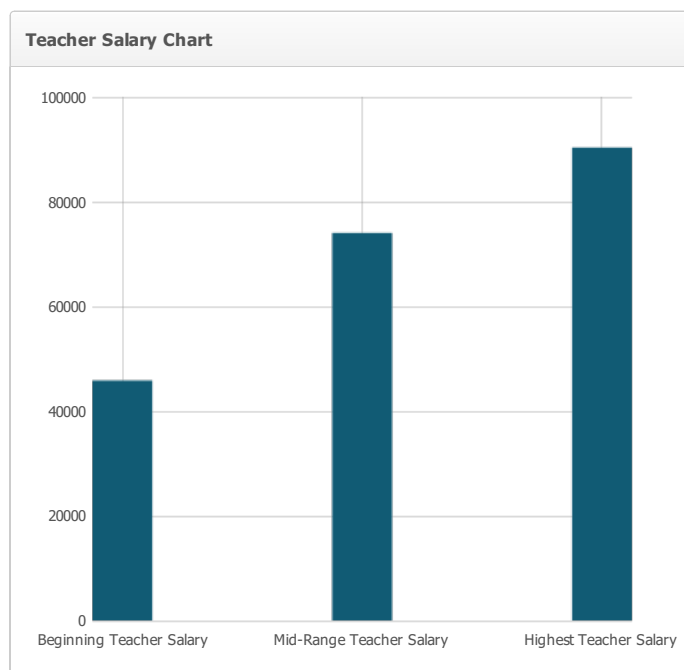
Oroville City Elementary School district has also purchased i-Ready. This program uses a dynamic diagnostic to identify student learning needs. The students then work on learning goals. The goal is that students will work for 45 minutes in both ELA and Math, for a total of 90 minutes each week. We are very excited with the potential to meet the needs of our students and greatly increased student learning and achievement.

Last updated: 12/4/2017

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	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 12/4/2017

Professional Development

The Oroville City Elementary School District has three days each year dedicated to professional development. These days are sometimes used with an outside expert in a particular curricular area, or are site-determined according to the needs of the particular site. Additional professional development needs are determined through the School Site Council, or through our other identified needs. Funding is provided through Title I monies and supplemented by LCFF monies which support professional development needs as identified. Butte County Office of Education offers low-cost professional development in after school

workshops, as well as during the school day, depending on the topic and needs. Teachers are encouraged to attend, and their attendance is supported through site monies.

Bird Street School has a restructured school day, which allows teachers PLC time each Wednesday to share ideas, examine data from common assessments, and to develop targeted interventions for students. This is the time used to support each other in these endeavors. In addition, the district provides three grade level meetings through the year to allow teachers from all sites to come together for a day of Professional Development with content experts.

Last updated: 12/4/2017