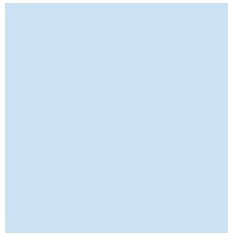


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Oakley Elementary School

Grades TK-5  
CDS Code 07-61762-6004428

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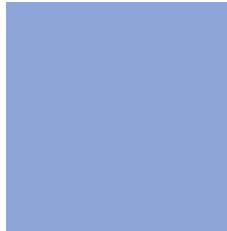
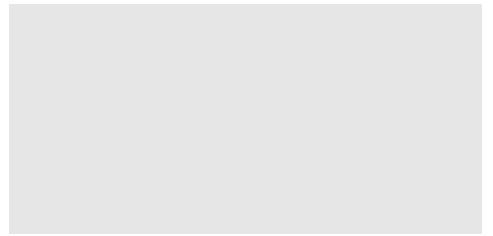
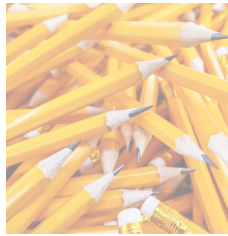
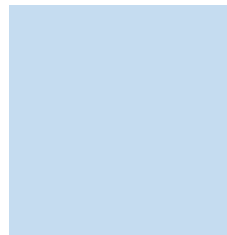
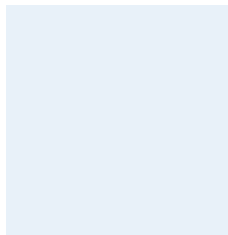
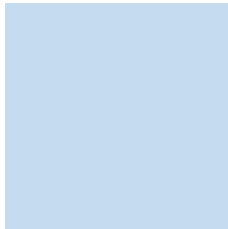
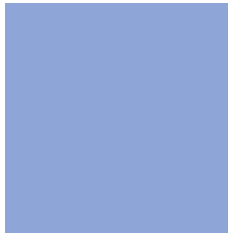
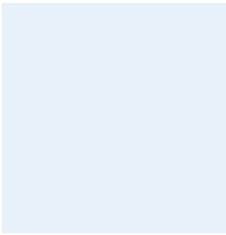
Para español, visita [www.uesd.k12.ca.us](http://www.uesd.k12.ca.us).



## Oakley Union Elementary School District

91 Mercedes Lane Oakley, CA 94561 ▪ [www.uesd.k12.ca.us](http://www.uesd.k12.ca.us)

Greg Hetrick, Superintendent ▪ [ghetrick@uesd.k12.ca.us](mailto:ghetrick@uesd.k12.ca.us) ▪ (925) 625-0700





## Principal's Message

Oakley Elementary School has been proudly serving the community since 1940. The original school building was erected in 1939. Oakley Elementary School provides its students with a comprehensive instructional program based on the Common Core State Standards (CCSS) and its accompanying instructional shifts. Academic and anecdotal data are collected and analyzed to drive teaching, and inform our intervention programs. We have adopted a collaborative approach to school governance and instructional reform, in order to design our programs with our best thinking and intentions.

Oakley has approximately 398 students in grades TK-5 with an additional 70 preschool students and 20 classroom teachers and 11 support staff specialists. The facility has 37 classrooms, a library, two computer labs, a support services building, a multi-purpose room complete with stage, theatrical lighting, and a sound system. The school facility also has two large sports field on opposite ends of the school building.

Our school offers a variety of programs and services. We provide pre-school programs, including two Special Education classrooms. Oakley Elementary offers a Title I Program, allowing us to provide supplementary services (before and after school intervention) for our struggling students. Our grades 3-5 students attend weekly technology classes to learn typing skills, word processing, research and practice for the SBAC. We have a Student Leadership Club with fourth- and fifth- grade students providing school-spirit activities and service to the school and community. This year, we are continuing with our anti-bullying program entitled Strength in Numbers, led by 5th grade students and teachers. We also offer full-time library services.

## School Mission Statement

Oakley Elementary School is a community of active learners where everyone experiences success. Learning is inspired and supported by staff, students, families and community. We are innovative and creative in preparing for the challenges of a changing world. Through encouragement and mutual respect, we challenge one another to become life-long learners.

## School Vision Statement

Oakley School is a community of active learners dedicated to the cultivation of individual potential and social responsibility. We work together with families to create a Caring School Community which promotes tolerance and respect, and provides a safe and nurturing environment in which students can learn. We hold high expectations for our students and have a belief that all students can learn. Technology is used to enhance learning and motivate students to reach their highest potential.

## Parental Involvement

Parent participation is an area of focus for the 2018-19 academic year. Oakley Elementary offers a variety of programs and opportunities for parent participation, such as PTA, SSC and ELAC. In addition, parents participate in other ways including Family Day, Harvest Festival, Halloween Parade and others. Oakley parents and families participate in District and/or site events such as FACT, Family Literacy and math Nights. We also have a robust volunteer program with over 25 volunteers currently signed up. This year we continue with our parent volunteer training program, led by two retired Oakley teachers. Our volunteers receive training to teach students in skills such as phonics, vowel pairs, non-fiction features, complex phonics, writing and others. The idea is to have the volunteers offer high level support in classrooms by leading group and individual reading activities.

For more information on how to become involved at the school, please contact Ana Logan, parent liaison, at (925) 625-7050 or Marco A. Franco, principal.

## School Safety

We strive to make Oakley Elementary School a safe campus. The safety of each student, staff, parent and community member on our site is a top priority. We regularly review our procedures for emergency situations. We hold fire drills, earthquake-response drills and shelter-in-place drills. Each classroom has been supplied with an emergency kit for the classroom, and more extensive kits for each section of the school are provided in case of emergency. Parents and visitors are required to sign in at the office and get a visitor's badge when spending time on campus. The staff monitors students at all times, both in the classroom and on the playground. Teachers patrol their duty stations before school, at recess and after school to ensure adequate supervision. Our site custodians maintain the site. Safety concerns are reported to the office and resolved in a timely manner. Our suspension and expulsion procedures adhere to the district's policy.

The school is currently working with ILT, SSC, ELAC and PTA to update Safety Plan. School is looking at improving traffic safety in front of the school and creating a closed campus and restrict access and closely monitor visitors.

The school safety plan is reviewed and discussed with the staff each year at a staff meeting. On September 24, 2019, the SSC launched its work on the Safety Plan by hosting a presentation on school safety by Oakley Police chief, Eric Christensen.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

## District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



## Governing Board

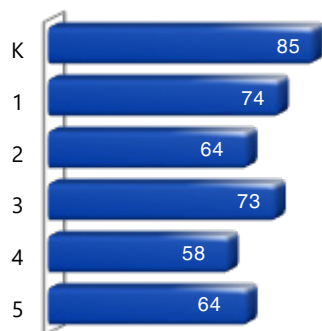
Kim Beede, President  
Lisa Brizendine, Clerk  
Erica Ippolito, Member  
Larry Polk, Member  
Richie Masadas, Member



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

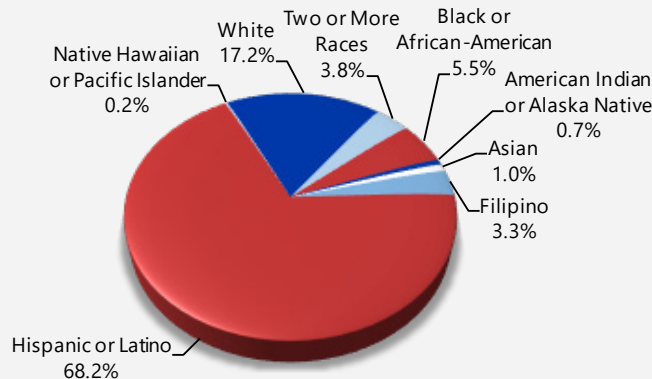


## Enrollment by Student Group

The total enrollment at the school was 418 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



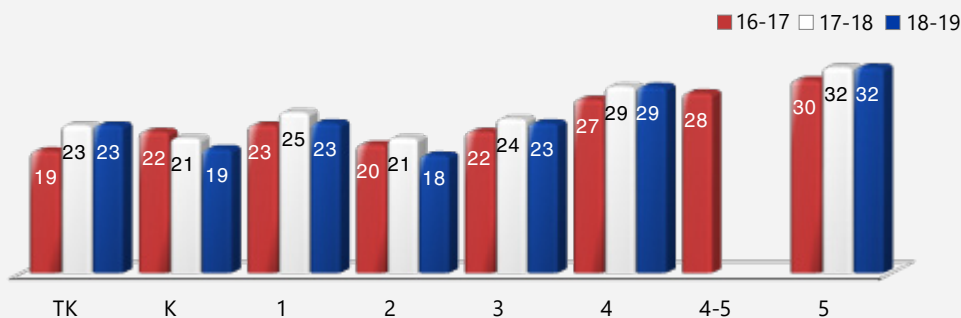
Socioeconomically disadvantaged	70.10%
English learners	34.40%
Students with disabilities	8.90%
Foster youth	0.50%
Homeless	1.20%

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Oakley ES			
	16-17	17-18	18-19
Suspension rates	0.4%	1.2%	4.1%
Expulsion rates	0.0%	0.2%	0.0%
Oakley Union ESD			
	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1				1			1	
K		3		1	2		3		
1		3			3			3	
2	3				3		3		
3		3			3			3	
4		2			2			2	
4-5		1							
5		2			2			2	



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Oakley ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Oakley ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	22%	32%	39%	39%	50%	51%
Mathematics	7%	16%	27%	27%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Oakley ES
	Grade 5
Four of six standards	14.0%
Five of six standards	26.3%
Six of six standards	14.0%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	192	192	100.00%	0.00%	31.77%
Male	97	97	100.00%	0.00%	23.71%
Female	95	95	100.00%	0.00%	40.00%
Black or African-American	13	13	100.00%	0.00%	23.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	129	129	100.00%	0.00%	28.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	37	37	100.00%	0.00%	37.84%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	137	137	100.00%	0.00%	30.66%
English learners	63	63	100.00%	0.00%	30.16%
Students with disabilities	23	23	100.00%	0.00%	4.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

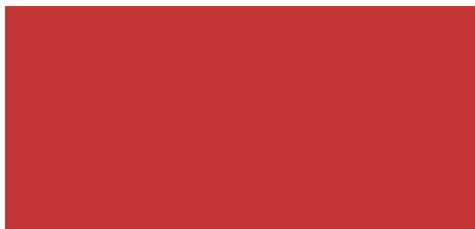
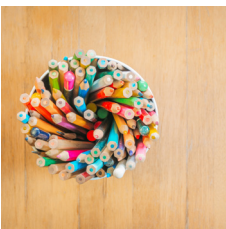




## CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	192	192	100.00%	0.00%	16.15%
Male	97	97	100.00%	0.00%	11.34%
Female	95	95	100.00%	0.00%	21.05%
Black or African-American	13	13	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	129	129	100.00%	0.00%	13.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	37	37	100.00%	0.00%	21.62%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	137	137	100.00%	0.00%	13.14%
English learners	63	63	100.00%	0.00%	14.29%
Students with disabilities	23	23	100.00%	0.00%	4.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧



## Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at QUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula

## Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2017
English learners	<i>Reach for Reading; National Geographic Learning (K-5)</i>	2016
Mathematics	<i>Common Core Mathematics; Wiley-Houghton Mifflin (K-5)</i>	2015
Science	<i>California Science; Macmillan/McGraw-Hill (K-5)</i>	2008
History/social science	<i>History-Social Science for California; Scott Foresman (K-5)</i>	2007

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/18/2019

✧ Not applicable.





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Fair	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	7/26/2019	
<b>Date of the most recent completion of the inspection form</b>	7/26/2019	

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Some small holes in room 16. Holes patched and repaired.	8/15/2019
<b>Structural</b>	Ceiling stains on tiles in rooms 33 and 34. Ceiling tiles replaced and repaired.	8/15/2019



## Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

## School Facilities

Built as part of the Works Progress Administration under President Franklin D. Roosevelt, Oakley Elementary School has served four generations of Oakley residents. The campus includes 23 regular classrooms, 15 portables, a library, two computer labs and a gymnasium.

In the summer of 2002, Oakley Elementary School added a new shade structure to the outside patio area where students eat lunch. This was a welcome addition during our many hot summer days. Oakley School had a remodeling project in 2008. The project included new window wall systems for 17 of the regular classrooms and upgrades to the electrical system and some classroom entrances and exits. All bathrooms on campus received upgrades and remodeling. The entire exterior of the campus received new paint. An effort has been made to keep the minimum number of entrances into the school open during the school day. In the summer of 2011, we replaced a wooden deck in front of rooms 17, 18, 19 and 20 with nonslip plastic laminated plywood. We also replaced a sewer line from the manhole to the street near the library, and the kindergarten yard was completely resurfaced during that summer. We immediately remove any graffiti we discover.

We are making an effort to provide adequate access for parents and visitors, but reduce the chances of strangers wandering onto campus. The campus is locked after school unless there is an evening event. The students and community use our two large fields for school events and community and sporting events.

Oakley School has one full-time day custodian and two full-time night custodians. A district maintenance staff member is available to help with repairs and safety issues in a timely manner.

The physical quality of our school buildings influence learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land we have been given by the public.

The school facilities in our district are in excellent condition. Facilities are monitored on a regular basis to ensure they provide a safe and clean learning environment. Adequate grounds, buildings and restrooms are provided. All restrooms on campus are in working order.

All interior lighting has been changed to more durable and energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps.

A recent Williams visit in August found Oakley school to be in compliance with textbook sufficiency and proper working condition of buildings and grounds.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.4000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.000
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000
✧ Not applicable.	

## Professional Development

*Continued from page 9*

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	3	3	3



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Oakley Union ESD	Oakley ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	219	18	16	15
Without a full credential	7	1	1	2
Teaching outside subject area of competence (with full credential)	2	0	0	0

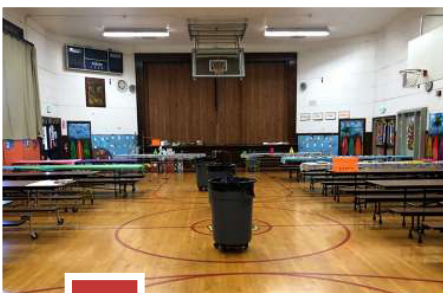
## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Oakley ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$46,447	\$49,378
<b>Midrange teacher salary</b>	\$74,426	\$77,190
<b>Highest teacher salary</b>	\$94,635	\$96,607
<b>Average elementary school principal salary</b>	\$122,818	\$122,074
<b>Average middle school principal salary</b>	\$136,846	\$126,560
<b>Superintendent salary</b>	\$189,624	\$189,346
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	6%	6%



## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Oakley ES</b>	\$7,326	\$56,009
<b>Oakley Union ESD</b>	\$7,862	\$52,416
<b>California</b>	\$7,507	\$77,619
<b>School and district: percentage difference</b>	-6.8%	+6.9%
<b>School and California: percentage difference</b>	-2.4%	-27.8%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,360
<b>Expenditures per pupil from restricted sources</b>	\$1,034
<b>Expenditures per pupil from unrestricted sources</b>	\$7,326
<b>Annual average teacher salary</b>	\$56,009



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



# Oakley Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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