

Stanford Avenue School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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 <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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Stanford Avenue School
Street	1801 Stanford Ave
City, State, Zip	Oroville
Phone Number	5305323006
Principal	Patrick O'Brien
Email Address	pobrien@ocesd.net
Website	ocesd.net
County-District-School (CDS) Code	04-61507-6003271

Entity	Contact Information
District Name	Oroville Elementary School District
Phone Number	530-532-3000
Superintendent	Dr. Spencer Holtom
Email Address	http://ocesdca.apptegy.us/
Website	ocesd.org

School Description and Mission Statement (School Year 2019-20)

SCHOOL PROFILE

Stanford Avenue School is one of six 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 500 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-one regular education classrooms, one Resource Specialist/SDC Class, and one Special Day Class. We also have a full time Speech and Language Therapist and part-time counselor and psychologist. We have classroom instructional aides for primary education, special education, and library support. Stanford currently employs four adults as 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

Vision: With the commitment of our staff and community partners, we will grow with our students as they view the world through the lens of WESTEM.

Mission: Our school facilities, curriculum, and staff are resources that support a healthy environment and healthy child. Students will learn to be empathetic and learn how to work with others. All students will be given resources and supports needed to excel academically, helping students to be resilient and set high goals in life.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	79
Grade 1	52
Grade 2	64
Grade 3	66
Grade 4	77
Grade 5	72
Total Enrollment	410

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	4.4
Asian	2.7
Filipino	0.2
Hispanic or Latino	13.4
White	58.8
Two or More Races	17.1
Socioeconomically Disadvantaged	73.9
English Learners	3.2
Students with Disabilities	13.4
Foster Youth	2.7
Homeless	2.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	24	24	120
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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1

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 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 4, 2018 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

Year and month of the most recent FIT report: September 2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	38	32	36	50	50
Mathematics (grades 3-8 and 11)	24	32	25	29	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	236	98.33	1.67	38.14
Male	116	115	99.14	0.86	39.13
Female	124	121	97.58	2.42	37.19
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	11	11	100.00	0.00	36.36
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	39	37	94.87	5.13	40.54
Native Hawaiian or Pacific Islander					
White	134	132	98.51	1.49	34.09
Two or More Races	43	43	100.00	0.00	46.51
Socioeconomically Disadvantaged	194	190	97.94	2.06	35.79
English Learners	11	11	100.00	0.00	27.27
Students with Disabilities	25	24	96.00	4.00	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	46.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	236	98.33	1.67	31.78
Male	116	115	99.14	0.86	33.91
Female	124	121	97.58	2.42	29.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native	11	11	100.00	0.00	45.45
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	39	37	94.87	5.13	27.03
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	134	132	98.51	1.49	28.79
Two or More Races	43	43	100.00	0.00	34.88
Socioeconomically Disadvantaged	194	190	97.94	2.06	26.84
English Learners	11	11	100.00	0.00	18.18
Students with Disabilities	25	24	96.00	4.00	8.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	26.67

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 2018-19)

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	22.7	17.3	14.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Our school personnel will focus on parent communication (Bulldog Bark; website; etc.), parent participation, and student recognition. Our PBIS team, which includes teacher and parent representation, discusses needs related to school culture and climate. This team looks at data to drive and evaluate the process. Other parent involvement opportunities include: School Site Council, Parent Teacher Club, and volunteer opportunities. Interested parents may inquire in the front office for more information. Intouch phone communications and memos home will communicate parent meetings and other school events that occur.

The Health Aide will support increased attendance by identifying addressing health issues at the school. There will be Perfect Attendance Recognition at the end of each trimester. 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.

The 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 Intouch phone communications 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.3	10.5	8.0	10.8	11.6	10.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. A Crisis Response Plan provides the school administration a structure and direction when an emergency exists with disaster procedures that may include evacuation, lock-down, or other urgent needs.

Along with the district safety plan, there has been an analysis of Stanford's safety needs by a team of local and state leaders. The team developed a plan that covers a range of ways to better support school safety. For extra safety, Stanford added extra fencing in the student pick up area and has implemented more traffic controls.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		19	2	2		22	1	3	
1	24		3		19	3			19	2		
2	18	1	3		23		3		18	2	1	
3	23		4		23		3		22		3	
4	31		2		26		3		31		2	
5	30		3		29		3		29		3	
6	26		1									
Other**									15	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	2050.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,782	1,577	7,205	84,688
District	N/A	N/A	6,483	\$78,338.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	10.5	7.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-4.1	8.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Stanford Avenue school strives to reach each student with differentiated instruction and to do so we use small group instruction as well as other programs. First of all we have instructional aides in all of our Kindergarten classes for 3 hours each morning. Additionally, we also support 1-3 grade with a shared instructional aide at each grade level. The grade level teams determine how to share the instructional aide in an equitable way.

Our site also uses i-Ready, which is a computer based diagnostic and assigns lessons according to each student's individual needs. i-Ready is used to supplement for ELA and Math instruction. Teachers can track data, retrieve student reports, and provide additional target individual or small group lessons as needed. Other computer based assistance programs include Lexia and MobyMax.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,008	\$49,378
Mid-Range Teacher Salary	\$76,086	\$77,190
Highest Teacher Salary	\$92,810	\$96,607
Average Principal Salary (Elementary)	\$97,573	\$122,074
Average Principal Salary (Middle)	\$104,747	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$172,024	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	6

Stanford Avenue School 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 WE STEM, 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 WE STEM, 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.

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 NGSS school-wide. The District has provided professional development for the understanding of CCSS for every teacher in the district. The District supports District grade level meetings where teachers facilitate professional growth around Common Core State Standards. 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. Other professional develop for Stanford teachers and staff this year will include Trauma Informed Training and Nurtured Heart Approach training. These focus on giving the teachers the knowledge and skills needed to meet the needs of student coming to us with trauma and how to recognize and support students social emotional needs.

IReady, a district intervention for all students in Reading and Math has been implemented regularly. Data is analyzed each trimester to determine progress made towards CCSS needs and evaluate students with Tier 2 and Tier 3 intervention needs. 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. PBIS is another tool we are using. We are developing a culture of positive behavior through student recognition and Tier 1 & 2 behavior interventions. While Tier 1 is universal, Tier 2 is more targeted. Data is tracked using the SWIS data system. The goal is to keep our interventions and continue to fine tune them in order to meet the needs of our students.