

# Oak Run Elementary 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
<b>School Name</b>	Oak Run Elementary School
<b>Street</b>	27635 Oak Run to Fern Road
<b>City, State, Zip</b>	Oak Run, CA 96069
<b>Phone Number</b>	(530) 472-3241
<b>Principal</b>	Susanne E Cooper
<b>Email Address</b>	scooper@oakrunschool.org
<b>Website</b>	scooper@oakrunschool.org
<b>County-District-School (CDS) Code</b>	45-700866050439

Entity	Contact Information
<b>District Name</b>	Oak Run Elementary School District
<b>Phone Number</b>	5304723241
<b>Superintendent</b>	Susanne E Cooper
<b>Email Address</b>	scooper@oakrunschool.org
<b>Website</b>	www.oakrunschool.org

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

### School mission statement:

To Ensure Learning For All, No Limits, No Excuses & Unlimited Possibilities.

We do this by building partnerships, maintaining high expectations, creating rigor, relevance, & responsiveness, proving more time & support, meeting the needs of the whole child, & being persistent & passionate about children.

### School Vision

- Students are skilled in creating relationships and partnerships with adults and fellow students that promote self-exploration, growth, empathy & confidence.
- Students are constantly building awareness of their environment and how personal choices affect both themselves and the world around them.
- Students are excited, eager, and come prepared to learn, think critically, problem solve and be creative.

### Governing Board

- Kansas Simonis, President
- LeeAnn Mollath, Member
- Stanley Statham, Member
- Philomene Swenson, Member
- Vacancy
- Sue Cooper, Superintendent
- Oak Run Elementary Staff School Tenets

### We Believe:

- In meeting the needs of the whole child (physical, intellectual, emotional, social & moral)
- No excuses why students aren't learning
- Learning requires powerful learning opportunities
- Learning is most effective in a safe, positive, supportive & trusting culture
- Every child is capable of learning
- Every child needs to be empowered
- In developing personal accountability, competence & self-esteem
- High expectations, rigor, engagement & feedback
- Providing everyone with the opportunity to excel
- A strong positive relationships between families, school & community
- We all make a difference, if we choose to be a difference!

**Principal's message:**

Oak Run Elementary school is a tight-knit community, which is eager to embrace the Montessori method. It has a 'one-room school house' feel and the staff is fully committed to offering an authentic and dynamic Montessori learning environment to each child. Much time, thought, energy and resources have gone into transforming Oak Run to a Montessori school and making it a holistic educational experience. In addition to fully adopting & implementing a Montessori program, Oak Run has weekly band, choir, ukulele, and keyboarding classes and a rich after school offering of drama club, garden club, and individual tutoring. Oak Run has a flourishing organic gardening and farm to fork program, including chickens and a large greenhouse, which help feed all students and staff homemade breakfast and lunch every day!

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

Grade Level	Number of Students
Kindergarten	8
Grade 1	10
Grade 2	7
Grade 3	6
Grade 4	9
Grade 5	7
Grade 6	11
Grade 7	4
Grade 8	6
Total Enrollment	68

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Hispanic or Latino	5.9
White	82.4
Two or More Races	11.8
Socioeconomically Disadvantaged	66.2
Students with Disabilities	11.8
Homeless	4.4

**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	3	3	3	3
Without Full Credential	1	1	1	1
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	1	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 2019-20)

Year and month in which data were collected: 2019-2020

All students receive visual and performing arts education in the categories of band and choir. The arts are integrated with overall student curriculum. All students receive music education from a California Credentialed Music Teacher. Oak Run School District students receive arts education as both separate and integrated curriculums.

District has purchased Montessori materials that align with Common Core. The middle school, grades 6-8, have new adoptions in Science and History as of fall 2019, and will have new adoptions in Math and Language arts in the spring of 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Montessori CCSS Aligned Materials	Yes	0
Mathematics	Montessori CCSS Aligned Materials Montessori CCSS Aligned Materials	Yes	0
Science	Montessori CCSS Aligned Materials STEMscopes NGSS grades 6-8 (2019)	Yes	0
History-Social Science	Montessori CCSS Aligned Materials Montessori CCSS Aligned Materials National Geographic History grades 6-8 (2019)	Yes	0

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

The facilities at Oak Run School are maintained, safe and clean. Regular maintenance and janitorial services keep Oak Run School's campus free of hazard and disrepair. There are six classrooms with very adequate space. Classrooms use chrome books that are networked together and Internet connected. The District office is housed in a portable that is in good condition. The cafeteria and (multipurpose facility) is equipped for all-weather dining. Recess and lunchtime activities are conducted on a large grassy athletic field, a blacktop area for basketball and volleyball, a swing set surrounded by wood chips, and a large climbing play structure also surrounded by wood chips. The blacktop playground was replaced in June 2005 through a deferred maintenance critical hardship grant from the state due to poor drainage and a cracked and uneven surface. The main building was built in the early 1960s.

Students are well managed through visible staff duty assignments.

Oak Run School District contracts with a cleaning service for weekly janitorial services and has a part-time employee to provide maintenance to ensure the school is kept clean, safe and in good repair.

Students are supervised by staff before and during school hours. Students who choose to stay after school are enrolled in Project SHARE (Shasta Health Academic and Recreation Enrichment) or participating in after school music lessons and/or school sponsored clubs.

## 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:** January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	New carpet and paint are needed. Projects are slated to take place over the summer break.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	With the implementation of the new well, drinking fountains will need to be updated and or replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	The L-shaped original building has some roofing issues that will need to be addressed as soon as the weather permits.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## 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)	29	39	29	39	50	50
Mathematics (grades 3-8 and 11)	2	8	2	8	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	40	36	90.00	10.00	38.89
Male	14	12	85.71	14.29	25.00
Female	26	24	92.31	7.69	45.83
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	32	29	90.63	9.37	44.83
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	31	28	90.32	9.68	35.71
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

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
<b>All Students</b>	40	36	90.00	10.00	8.33
<b>Male</b>	14	12	85.71	14.29	16.67
<b>Female</b>	26	24	92.31	7.69	4.17
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	32	29	90.63	9.37	10.34
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	31	28	90.32	9.68	7.14
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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			

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)

Parents are encouraged to participate at Oak Run School and can become involved through several ways, including membership in the Parent Club, School Site Council (SSC) & District Advisory Committee (DAC), or as a field trip chaperone, classroom volunteer/tutor, or special projects volunteer. We also hold annual events and expect 100 percent attendance at parent conferences. Some events include Open House and the Back-to-School Ice Cream Social, the Annual Hoe Down, Pie Auction, Valentine's Dance, Winter Holiday Concert and Dinner, the eighth-grade trip, fundraising events, monthly family and community dinners, and monthly assemblies.

Parent contact name: Tina Pollycutt

Parent contact school phone number or email address: 530-472-3241 or tpollycutt@oakrunschool.org

### 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	4.0	0.0	0.0	4.0	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

School Safety Plan review date: (must be done by March 1 of each school year) February 2020

Oak Run School has a school safety plan developed by staff, administration and parents, which the DAC, SSC and Board of Trustees approved. Drills for fire evacuation are conducted monthly to ensure all staff and students are familiar with and ready to carry out all emergency procedures, should it be necessary to do so.

Oak Run School participates in a variety of antidrug assemblies and emphasizes the national Red Ribbon Week activities every October. Phones and intercoms are installed in every room with voicemail capabilities. Visitors and volunteers must sign in and out every day in the district office and must wear a bright-colored badge visibly displaying their role on campus.

The school safety plan was last reviewed, updated and discussed with the school faculty January 2020. Key elements of the plan include monthly safety drills, crisis intervention plans, suicide prevention plan and our violence prevention curriculum.

School Site Council and the District Advisory Committee are working currently working together to update sections of the School Safety Plan.

## 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	6	2			4	3			4	2		
1	9	1			7	1			5	2		
2	9	1			9	1			7	1		
3	9	1			11	1			6	1		
4	5	2			7	1			9	1		
5	8	1			4	2			7	1		
6	6	1			6	1			6	2		
Other**												

\*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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.3

\*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	\$11,427	\$3,157	\$8,270	\$40,206
District	N/A	N/A	\$8,270	\$40,206
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	9.7	-47.0

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)

The following is a list of Federal- and State-funded programs provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Gifted and Talented Education (GATE)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- Tobacco Use Prevention Education (TUPE)
- Assembly Bill 1113 School Safety & Violence Prevention
- National School Lunch Program
- 7th/8th Grade Counseling
- Physical Education Teacher (P.E. Incentive Grant)

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,110	\$45,252
Mid-Range Teacher Salary	\$51,720	\$65,210
Highest Teacher Salary	\$73,826	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$80,000	\$124,686
Percent of Budget for Teacher Salaries	20%	31%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	9%	7%

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	8	4	4

Professional development days:

2018-2019

The Oak Run School staff engages in a number of professional development activities in and outside the school year. In addition to the 4 professional development days throughout the school year every Monday is a minimum day to allow staff to engage in trainings, development and support activities.

Professional development for the 2018-2019 school year is focused on the implementation of MTSS and our LCAP goals (1) Ensuring all students are reading at grade level by 3rd grade. (2) aligning our instruction & student learning materials to the Common Core State Standards for math, ELA, & science while implementing STEAM education.