

Santa Maria-Bonita School District Oakley Elementary School

Grades TK through 6
Cristina Ortega, Principal
cortega@smbdsd.net



1120 West Harding Avenue
Santa Maria, CA 93458
PH: (805) 361-7627 FAX: (805) 346-1841
CDS #: 42691206046049

2018-19 School Accountability Report Card

Published January 2020

Santa Maria-Bonita School District
708 South Miller Street
Santa Maria, CA 93454-6230
(805) 928-1783

Website Address

www.smbdsd.org

2019-20 Board of Education

John Hollinshead
President

Linda Cordero
Vice President

Ricky Lara
Clerk

Vedamarie Alvarez Flores
Member

Jody Oliver
Member

District Administration

Luke Ontiveros
Superintendent of Schools

Contents

Principal's Message
Mission Statement
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Cary Calvin Oakley School is a neighborhood transitional kindergarten through sixth grade elementary school where students are able to walk to and from school. Named after Cary Calvin Oakley, a Santa Maria Valley pioneer farmer, our school is closely linked with the agricultural industry where many of our students' parents are employed. We believe that parent and community involvement are vital components of students' success.

At Oakley School, our goal is to provide the needed support for every student to be a successful learner. We all work together as a team to meet individual needs and focus on growth for every child. We assess student academic performance regularly to monitor learning and provide instruction designed to support each child. We individualize learning through differentiated classroom instruction, targeted small groups, and intensive intervention. High expectations guide our school community as we lead our students in becoming lifelong learners and productive citizens.

Mission Statement

The mission of Oakley Elementary is to work in partnership with students, family and community to ensure each student acquires the knowledge, skills and core values necessary to achieve personal success and enrich our community.

School Description

Oakley Elementary School is located in Santa Maria and serves students in grades transitional kindergarten through six. At the beginning of the 2018-19 school year, 939 students were enrolled, including 9.3% in special education, 63.6% qualifying for English Language Learner support, and 95.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	0.10%	Transitional Kindergarten	19
Amer. Indian or Alaska Native	0.00%	Kindergarten	130
Asian	0.00%	Grade 1	132
Filipino	1.50%	Grade 2	124
Hisp. or Latino	97.10%	Grade 3	142
Native Hawaiian or Pacific Islander	0.00%	Grade 4	145
White	1.30%	Grade 5	109
Two or More Races	0.00%	Grade 6	138
Students with Disabilities	9.30%	Ungraded	0
Socioeconomically Disadvantaged	95.20%		
English Learners	63.60%		
Foster Youth	0.20%		
Homeless	32.40%		
Total Enrollment			939

Student Achievement

Physical Fitness

In the spring of each year, Oakley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	19.0	27.6	1.9

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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	18.0	22.0	31.0	34.0	50.0	50.0
Mathematics (grades 3-8 and 11)	13.0	12.0	23.0	26.0	38.0	39.0

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

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	534	526	98.50	1.50	21.86
Male	276	271	98.19	1.81	23.25
Female	258	255	98.84	1.16	20.39
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	513	505	98.44	1.56	20.99
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	442	435	98.42	1.58	19.08
Socioeconomically Disadvantaged	512	505	98.63	1.37	20.79
Students with Disabilities	82	82	100.00	0.00	3.66
Students Receiving Migrant Ed. Services	64	61	95.31	4.69	9.84
Foster Youth	--	--	--	--	--
Homeless	147	147	100.00	0.00	18.37

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	535	533	99.63	0.37	11.82
Male	277	276	99.64	0.36	14.13
Female	258	257	99.61	0.39	9.34
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	--
Hisp. or Latino	514	512	99.61	0.39	11.52
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	443	442	99.77	0.23	9.95
Socioeconomically Disadvantaged	513	512	99.81	0.19	11.72
Students with Disabilities	82	82	100.00	0.00	3.66
Students Receiving Migrant Ed. Services	64	64	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	148	148	100.00	0.00	10.81

Note: ELA/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						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	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 including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for all pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, and middle school dropout rates. Not covered in the School Accountability Report Card.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning,

including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

The most recent Santa Maria-Bonita School District Local Control Accountability Plan (LCAP) can be located on the district's website at <http://www.smbdsd.org/LCAP>.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system and classroom/school level posts in English and Spanish), flyers, monthly newsletters, and the school marquee. Contact the school office at (805) 361-7627 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper

Committees

English Learner Advisory Council
Parent Teacher Club
School Site Council

School Activities

Awards Assemblies
Back to School Night
End of the Year Talent Show
Family Fall Festival
Family Fiesta Night
Jog-A-Thon
Love and Logic Classes
Lunch on the Lawn
Open House
Parent Information Nights
Parent Teacher Conferences
Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oakley Elementary School's original facilities were built in 1962; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2018-19 Campus Repairs/Improvements:

- Replacement of three ramps on portable buildings
- Cracks in concrete play courts were repaired

2019-20 Planned/in Progress Repairs/Improvements:

- Installation of new playground structures

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Oakley Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Restroom cleaning
- Library cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
Acreage	10.93
Square Footage	-
Quantity	
Permanent Classrooms	22
Portable Classrooms	17
Restrooms (sets)	6
Cafeteria	1
Library	1
Computer Lab	1
Intervention Rooms	3
Outreach Consultant Rooms	2
Staff Lounge	1
Staff Work Room	1

Deferred Maintenance

Oakley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2018-19 school year, Oakley Elementary School did not receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Oakley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Oakley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, August 14, 2019. Deficiencies noted in the school inspection survey were

corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, August 14, 2019			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains		✓	
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	100 - Broken thermostat
(B)	160 - Pinnable needs patch
(C)	Playground Structures - Needs recoating
(E)	10- Loose faucet, restrooms partitions won't lock
(H)	30 - Windows need repair, partitions locks

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and yard duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, assistant principal and yard duty supervisors monitor playground activity. The principal, assistant principal, and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, and teachers monitor student behavior to ensure a safe and orderly departure.

Oakley Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oakley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in May 2019. Staff responsibilities and safety plan updates were discussed with staff in September 2019.

Classroom Environment

Discipline & Climate for Learning

Oakley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	0.8	1.5	1.6
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	3.6	3.4	3.2
% Students Expelled	0.0	0.0	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.6		7	
1	32.0		4	
2	27.8		5	
3	28.6		5	
4	28.0		4	
5	27.2		5	
6	29.8		4	
Other**	9.9	3		
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.6		7	
1	32.0		4	
2	27.8		5	
3	28.6		5	
4	28.0		4	
5	27.2		5	
6	29.8		4	
Other**	9.9	3		
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.8	1	5	
1	26.4		5	
2	31.0		4	
3	22.5		6	
4	26.8		5	
5	25.0		4	
6	32.5		2	2
Other**	11.0	3		

*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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oakley Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Oakley Elementary School held staff development training devoted to:

- California State Standards
- Response to Intervention (RtI)
- Grade Level Collaboration
- Data Analysis
- Instructional Strategies
- Professional Learning Communities (PLC's)
- Guided Reading

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oakley Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to

identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19, and 2019-20 school years, Oakley Elementary School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2017-18 Training Topics:

- Benchmark Advance
- Professional Learning Communities (PLCs)
- Language! Live
- Mathematics

2018-19 Training Topics:

- Benchmark Advance
- History/Social Studies
- English Language Learners
- Mathematics
- Next Generation Science Standards (NGSS)
- Technology Training
- Guided Reading

2019-20 Training Topics:

- California History-Social Science myWorld Interactive
- CPM Training
- Daily 5
- Guided Reading Lesson Planning
- Best Practices in Co-Teaching
- Science Pilotees
- Conscious Classroom Management
- ASI: StudySync ELD
- Professional Learning Communities
- Unassisted Writing
- Technology Training

Oakley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Oakley Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 11, 2019, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 19-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English

learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, all visual/performing arts classes offered in the Santa Maria-Bonita School District had sufficient textbooks and/or materials for all students enrolled in those classes.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
History-Social Science		
2017	Pearson Scott Foresman and Prentice Hall, <i>California History-Social Science myWorld Interactive</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
Science		
2008	Harcourt Brace, <i>California Science</i>	0 %
2008	Pearson Scott Foresman, <i>California Science</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are clustered by grade level to receive differentiated instruction. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Oakley Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. Students are grouped by fluency or proficiency level and receive 30 minutes per day of direct instruction. Oakley Elementary School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state-approved textbook adoptions. Oakley Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels.

Oakley Elementary School's special education program is staffed by a Resource Specialist Program Teacher, speech pathologist, psychologist, an adaptive PE specialist, two Special Day Class teachers, and a Therapeutic Learning Program Specialist.

Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class, with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Oakley Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Oakley Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Coordination of Student Services Team (COST) pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Outreach Consultants
- Extended Day Interventions
- ASES (After School Education & Safety)
- Pyramid of Interventions Programs
- Multi-Tiered Systems of Support (MTSS)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, common formative assessments, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Oakley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Oakley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Outreach Mentors	3	3.0
Community Liaison	1	1.0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Clerk	1	1.0
Mental Health Specialist	1	1.0
Nurse	1	0.5
Psychologist	1	1.0
Speech Therapist	1	0.5

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Oakley Elementary School had 34 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	34	34	33	627
Teachers With Full Credentials	34	34	33	625
Teachers Without Full Credentials	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	2
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	2
Vacant Teacher Positions	0	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.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,728	\$45,741
Mid-Range Teacher Salary	\$84,624	\$81,840
Highest Teacher Salary	\$105,613	\$102,065
Superintendent Salary	\$211,493	\$224,581
Average Principal Salaries:		
Elementary School	\$126,405	\$129,221
Middle School	\$125,999	\$132,874
High School	N/A	\$128,660
Percentage of Budget:		
Teacher Salaries	34%	36%
Administrative Salaries	4%	5%

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

Expenditures Per Student

For the 2017-18 school year, Santa Maria-Bonita School District spent an average of \$11,527 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Title IX

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,438	N/A	N/A	N/A	N/A
Restricted	\$1,002	N/A	N/A	N/A	N/A
Unrestricted	\$6,436	\$9,224	69.77	\$7,507	85.74
Average Teacher Salary	\$77,020	\$82,588	93.26	\$82,663	93.17

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oakley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Oakley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Oakley Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria

Phone Number: (805) 925-0994

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 107

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2019. Data to prepare the school facilities section were acquired in October 2019.