

Stanford Avenue School

2021-2022 School Accountability Report Card **(Published During the 2022-2023 School Year)**

STANFORD AVENUE



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School 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
School Website	ocesdca.apptegy.us/o/stanford-avenue-elementary
County-District-School (CDS) Code	04-61507-6003271

2022-23 District Contact Information

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

2022-23 School Overview

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 450 students are enrolled in TK/Kindergarten through fifth grade at Stanford Avenue Elementary 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 nineteen regular education classrooms and two RSP/SDC classrooms. We also have a full time Speech and Language Therapist and part-time psychologist. We have two teacher specialist and 1.5 educational therapist. 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	89
Grade 2	60
Grade 3	76
Grade 4	61
Grade 5	73
Total Enrollment	446

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	52.9
Non-Binary	1
American Indian or Alaska Native	2.2
Asian	1.3
Black or African American	2.7
Filipino	0.4
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	16.4
White	57.8
English Learners	1.6
Foster Youth	2.0
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	83.0
Students with Disabilities	13.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	90.91	119.10	92.78	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.55	1.00	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	4.55	6.70	5.22	18854.30	6.86
Total Teaching Positions	22.00	100.00	128.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	100.00	129.70	95.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.74	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	2.30	1.70	15831.90	5.67
Total Teaching Positions	21.50	100.00	135.60	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
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	Studies Weekly 2022	Yes	0%
Health	Health and Fitness 2006	Yes	0%
Visual and Performing Arts	Art Express 1999	Yes	0%

School Facility Conditions and Planned Improvements

The Facility Inspection Tool was an evaluation done on September 2021 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.

Year and month of the most recent FIT report

August 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	205	98.09	1.91	12.25
Female	88	87	98.86	1.14	15.12
Male	121	118	97.52	2.48	10.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	39	100.00	0.00	12.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	35	33	94.29	5.71	6.06
White	117	115	98.29	1.71	12.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	173	172	99.42	0.58	9.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	30	90.91	9.09	6.90

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	201	96.17	3.83	11.00
Female	88	84	95.45	4.55	10.71
Male	121	117	96.69	3.31	11.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	37	94.87	5.13	8.11
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	35	33	94.29	5.71	9.09
White	117	113	96.58	3.42	10.71
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	173	168	97.11	2.89	6.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	28	84.85	15.15	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10	15.63	17.3	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	10
Female	33	33	100	0	12.9
Male	40	39	97.5	2.5	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100	0	10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	9.09
White	47	46	97.87	2.13	11.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	10.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	54	97	64	96

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 of Edulink, 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.

To practice safe, healthy protocols to protect students and staff, we have modified on campus parent volunteer opportunities. In addition to our normal approval process, potential volunteers must show proof of vaccination for Covid 19 in order to volunteer.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	524	497	255	51.3
Female	239	231	111	48.1
Male	283	264	142	53.8
American Indian or Alaska Native	14	12	7	58.3
Asian	8	8	1	12.5
Black or African American	20	16	11	68.8
Filipino	2	2	1	50.0
Hispanic or Latino	95	87	54	62.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	91	87	47	54.0
White	289	280	130	46.4
English Learners	10	9	4	44.4
Foster Youth	13	12	6	50.0
Homeless	27	21	11	52.4
Socioeconomically Disadvantaged	463	438	244	55.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	78	48	61.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.27	7.62	2.45
Expulsions	0.00	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.51	4.96	0.98	8.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.96	0.00
Female	0.84	0.00
Male	8.48	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.40	0.00
White	5.54	0.00
English Learners	0.00	0.00
Foster Youth	15.38	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	5.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

2022-23 School Safety Plan

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.

This year we had two areas of the safety plan that were identified as needing updating. The first was inclusion of our harassment policy and evacuation considerations for students with special needs. Both of these areas have been updated and will continue to be a focus for improvement over the next two school years!

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	15	4		
2	21	1	2	
3	23		3	
4	38		2	1
5	25		3	
Other	14	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	2	1
1	23		3	
2	24		3	
3	16	4		
4	32		2	1
5	27		3	
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	2	1
1	25		3	
2	25		2	
3	25		3	
4	22		2	
5	30		2	
Other	15	2	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7639	1175	6464	81459
District	N/A	N/A	6102	\$77,662
Percent Difference - School Site and District	N/A	N/A	5.8	4.8
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-2.0	-3.8

2021-22 Types of Services Funded

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. An additional aide was hired to support 4th and 5th grades in February.

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.

We also have ESSR funds due to COVID which are being used to address learning loss

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,988	\$51,591
Mid-Range Teacher Salary	\$77,608	\$79,620
Highest Teacher Salary	\$95,707	\$104,866
Average Principal Salary (Elementary)	\$105,484	\$131,473
Average Principal Salary (Middle)	\$115,216	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$170,625	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Stanford Avenue School has committed to student success. 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. We are also focusing on training to address needs in Culturally Responsive PBIS.

The district is providing Professional development in order to address disproportionality in discipline of certain student groups. Stanford Avenue will participate in district-wide as well as site professional development. Due to COVID - 19 these trainings will all be virtual.

Teachers will be supported in these trainings in whole group trainings, reflective practices, coaching and follow-up self reflective assignments. Furthermore, we will have dedicated site trainings on some district minimum days. since attendance during COVID-19 is poor, we will examine student engagement data though our PBIS Team process and share that data with teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	23	8	8