

# Colony Oak Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Colony Oak Elementary
Street	22241 South Murphy Rd.
City, State, Zip	Ripon, CA 95366-9706
Phone Number	(209) 599-7145
Principal	Cheryl Griffiths
Email Address	cgriffiths@riponusd.net
Website	colonyoak.com
County-District-School (CDS) Code	39686506109284

Entity	Contact Information
District Name	Ripon Unified
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@riponusd.net
Website	www.riponusd.net

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

Colony Oak School is located in the Ripon Unified School District. The school services a small, middle class, tightly-knit community in San Joaquin County. The present enrollment of Colony Oak School is 475 students. Colony Oak offers Resource, a Tier III (4th through 6th grade class) Speech, and ELD for children with special needs. Fourth through eighth graders are provided with an itinerant PE teacher. Instrumental music instruction is available to students beginning at the fourth grade level. School facilities include a computer lab with media resources, internet and video access in every room, two science labs, a maker space, and library. Colony Oak is a STEAM (Science Technology Engineering, Arts, and Math) focus school. Our curriculum emphasizes STEAM and each year students are involved in, in-depth inquiry-based learning activities which explore areas of STEAM. Students at Colony Oak School are guided by specific rules and expectations that promote respect, cooperation, courtesy, and acceptance of others. With these goals in mind, each classroom teacher annually submits a behavior plan to the site administrator. Students learn self-discipline through our Positive Behavior Intervention and Supports (PBIS) system of consistent rewards and consequences. Several Colony Oak students are bused to school. The student ethnic composition based on the CBEDS is approximately 60% White, 28% Hispanic, 1% African American, 8% Asian, 8% multiple, and 1% other. Colony Oak School in partnership with our diverse community is dedicated to all students achieving their academic and personal potential. Staff is committed to recognizing and nurturing the talents of each child. Our work includes being flexible and sensitive to the needs and abilities of all children. Our success will be measured by the degree that we help each child develop a positive self-image and a sense of well-being. The staff will continue to evaluate and implement current research and practice as it relates to our student population. Parents and community members are encouraged to participate through Parent /Faculty Club, School Site Council, English Learners Advisory Committee (ELAC), and various classroom and school activities. Student Competence in basic skills is determined by student progress and performance on daily work, as well as formative and statewide assessments. Our school works to build skills of social responsibility, valuing high standards of personal health and hygiene, leadership skills to participate in a democracy, career readiness, economic principles and a work ethic to participate in a capitalistic system. Self-discipline, self-direction and appreciation for cause and effect relationships are foundational concepts at Colony Oak School. The mission of Colony Oak Elementary is to build our youth for their future. We build on a positive school culture by fostering collegiality and involving all our stake-holders. We promote student excellence through effort, encouragement, and high expectations. We enhance student learning through the use of technology. We challenge our students with inquiry-based learning that is both rigorous and engaging. We establish strong foundational skills, as we integrate a broad exposure to the fields of science, technology, engineering , arts, and math (STEAM).

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	46
Grade 2	45
Grade 3	51
Grade 4	56
Grade 5	52
Grade 6	53
Grade 7	55
Grade 8	31
Total Enrollment	437

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

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	2.1
Filipino	1.1
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.7
White	65.4
Two or More Races	2.3
Socioeconomically Disadvantaged	29.5
English Learners	11.9
Students with Disabilities	11
Homeless	3.7

**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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	18	21.5	157.5
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 TK: World of Wonders K-5: CA Wonders 6-8: CA Study Sync	Yes	0
Mathematics	McGraw-Hill Education; 2014 TK-2: MY MATH  Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus	Yes	0
Science	Amplify TK-8	Yes	0
History-Social Science	Harcourt School Publishers; 2007 K-5: Reflections  Glencoe McGraw-Hill; 2007 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWI		0
Health	Too Good For Drugs		0

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

### 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:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	MUB roof needs replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	58	54	60	64	50	50
Mathematics (grades 3-8 and 11)	53	51	45	45	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	294	285	96.94	3.06	53.87
Male	150	145	96.67	3.33	52.41
Female	144	140	97.22	2.78	55.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	85	95.51	4.49	32.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	186	183	98.39	1.61	64.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	98	95	96.94	3.06	34.74
English Learners	55	52	94.55	5.45	25.49
Students with Disabilities	37	34	91.89	8.11	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	12	12	100.00	0.00	41.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	294	289	98.30	1.70	50.88
Male	150	147	98.00	2.00	50.68
Female	144	142	98.61	1.39	51.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	88	98.88	1.12	32.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	186	184	98.92	1.08	59.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	98	96	97.96	2.04	30.53
English Learners	55	54	98.18	1.82	22.00
Students with Disabilities	37	35	94.59	5.41	22.86
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	12	12	100.00	0.00	33.33

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	13.0	29.6	38.9
7	13.0	27.8	40.7

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



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are important and necessary in order for the learning team to be complete! You are the first and most important teacher your child will ever have! It is a tremendous responsibility, but as a team working together, we can be successful. Parents are encouraged to become members of the Parent Faculty Club (PFC). We encourage you to attend PFC meetings and become involved in student activities and events that are offered at Colony Oak. Encourage your children to participate as well. Activities enhance the educational experience for students. Volunteer your time or any ideas you would like to share. We need your input! Information is continually updated on the school web page. The school encourages involvement and communicates with parents through the web site, robo call, emails, Instagram, Remind, Dojo, and more.

Other opportunities for parents to become involved at Colony Oak are:

School Site Council (SSC)

English Learner Advisory Council (ELAC)

Parent Advisory Committee (PAC)

Parent Faculty Club (PFC)

Classroom Volunteer (see your child's teacher or the office secretary for details)

After school sports volunteer

### 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
<b>Suspensions</b>	3.2	5.0	2.2	4.2	3.7	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

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

Procedures are in place for students and staff at Colony Oak to follow in case of an emergency event or natural disaster. Fire drills are conducted monthly and containment preparedness drills and disaster drills are conducted periodically throughout the school year. The following procedures keep students from Colony Oak in a safe school environment before, during, and after school... Before school supervision is provided by two staff members starting at 7:45 in the morning. Supervision at recess and cafeteria is given by one to four staff members depending on the number of students. Staff members also provide supervision when parents pick up their children and for those who are bus riders. Visitors and parents are required to register in the office before entering the grounds of the school or classroom. The comprehensive plan for school safety is available from the school office for review. The safety plan was reviewed by staff, Site Council, and ELAC. The updated Safety Plan was reviewed on October 10, 2019 and approved on November 14, 2019.

## 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	22		2		21	1	1		24		2	
1	23		2		23		2		23		2	
2	26		2		25		2		23		2	
3	25		2		27		2		26		2	
4	25		2		27		2		28		2	
5	26		2		24		2		26		2	
6	31		1		27		2		29		2	
Other**	31		4		31		3		30		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.

### 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	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9275.04	1929.25	7345.79	69712.48

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7508.87	\$69,803.00
Percent Difference - School Site and District	N/A	N/A	-2.2	3.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	4.4	0.0

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)

These are some of the programs and supplemental services that are available at Colony Oak School and funded through either categorical or other sources.

Enrichment

Drug / Alcohol / Tobacco Education

English Learner Support

After School Tutoring

Special Education

Tier III (4th through 6th grade)

GECAC tutoring at other sites in the District

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,330	\$46,208
Mid-Range Teacher Salary	\$66,933	\$72,218
Highest Teacher Salary	\$90,337	\$92,742
Average Principal Salary (Elementary)	\$114,171	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$124,218	\$127,356
Superintendent Salary	\$170,645	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

Staff development activities have been offered throughout the school year. Professional Learning Communities take place on a regular basis, as does site collaboration. Teachers have participated in the following staff development activities: Teachers had four days of professional development during the 16/17 school year, five days in the 17/18 school year, four days in the 2018-2019 school year, and a minimum of five during the 2019-2020 school year.

Professional development opportunities include:

- Best Teaching Practices
- Grade Level Collaboration Days
- Common Core
- Total Reading
- ELD - How to effectively address the needs of English Learners
- ELD training provided through SJCOE and GLAD trainers
- Thinking Map Training
- School Safety - Bullying, Gang Awareness
- Promethean- Technology training
- Google Classroom
- STEM- Science, Technology, Engineering and Math
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Circles
- Multiple Tiered Systems of Support (MTSS)
- Universal Design for Learning (UDL)
- Amplify -Two Days of Science training