

# Oak Manor Elementary

400 Oak Manor Dr. • Ukiah, CA 95482-5120 • (707) 472-5180 • Grades K-6

Rachel Prosser, Principal

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Ukiah Unified School District

511 South Orchard Ave.  
Ukiah, CA 95482-3411  
(707) 472-5000  
www.uusd.net

#### District Governing Board

Megan Van Sant  
Anne Molgaard  
Gail Monpere  
Beatriz "Bea" Arkin  
Carolyn Barrett  
Zoey Fernandez  
Tyler Nelson

#### District Administration

Debra Kubin  
Superintendent

### School Description

Oak Manor School is a K-6 site located in the southeast sector of the city of Ukiah. The student population also comes from the communities of Talmage and Hopland. The enrollment as of the 2017-2018 CBEDS was 473 students. 90% of students qualify for free and reduced lunch. 61 percent of our students are of Hispanic background and 37 percent are classified as English Language learners. 28 percent of the students are white and 8 percent are of Native American decent. 12.5 percent of our students qualify for special education services. Our staff consists of 31 certificated personnel, which includes classroom, special education, Title 1 teachers, and a reading support teacher. In addition there are 30 classified employees. The 30 include instructional assistants, 2 secretaries, 2 custodians, a library tech, health assistant, cafeteria staff, a school counselor, a family liaison and ASES staff. We provide 'at risk' students with the services of 2 Resource Teachers, 1 full time and 1 part time Title I teacher, a reading support teacher, a Speech teacher, a full-time school counselor, a full-time behavior support specialist, a part time counselor who provides services to students with IEPs, and a counselor two days a week to meet specifically with students identified as qualifying for Title VI services. Our Severely Handicapped students receive services with an Inclusion support teacher and the students participate in a full inclusion program that includes learning centers throughout the day. Our campus also houses two District-wide classes for students with emotional disturbance and we house a District-wide deaf and hard of hearing program with a teacher and interpreters. Students throughout the grades are screened for participation the District-wide GATE program. Our primary funding sources beyond general State funding include, Title I and Supplemental Concentration Grant funding. We maintain an active ELAC Committee and School Site Council. Our Parent/Teacher Organization is also very supportive and actively works to support student learning and enrichment opportunities. Our students at risk of retention and/or not meeting standards of learning are offered after school support in our ASES program. We have a school-wide reading initiative program called "Accelerated Reader". We support good citizenship and positive student behavior with several specific incentive programs; including a character education program called "Second Step" which teaches students good citizenship. Oak Manor has implemented PBIS school-wide and meets regularly as a PBIS team and in staff meeting to continue implementing positive behavior interventions and supports.

### School Vision and Mission

The school's mission is to provide a quality education for all students and to promote a positive learning environment by building trust and respect.

Our goals for the 2017-2018 school year are:

- To promote the development of literacy and basic skills for all students by focusing on first best instruction with professional development for teachers.
- To build our curriculum and instructional programs through the lens of our District adopted strategic plan.
- To strengthen and coordinate our interventions programs.
- To build positive student behavior recognition and PBIS programs.
- To develop and implement activities which build greater school/community spirit.
- Develop alternatives to suspension.

## About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	70
Grade 2	69
Grade 3	69
Grade 4	71
Grade 5	65
Grade 6	45
<b>Total Enrollment</b>	<b>485</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	9.1
Asian	0.6
Filipino	0.8
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.4
White	27
Two or More Races	0.6
Socioeconomically Disadvantaged	89.9
English Learners	41.6
Students with Disabilities	11.5
Foster Youth	2.5

## 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			
Oak Manor Elementary	15-16	16-17	17-18
With Full Credential	27	28	27
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Manor Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* "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 2017-18)

Instructional materials meet EC Sections 60040-60045 as well as the SBE guidelines.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature, McDougal Littell, Adopted 4/10/12 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Mathematics	Bridges in Mathematics, 2nd Edition (The Math Learning Center), Adopted 4/14/16 Math Links (Grade 6), Adopted 4/14/16 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0

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

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

### General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings

This school has 29 classrooms, a multipurpose room, a library, a computer lab and an administration building. The main campus was built in 1957. Portable classrooms were constructed in 1966 (3), 1969 (1), 1975 (1), 1994 (4), 1997 (6) for Class Size Reduction and to serve the increasing student population.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/07/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/07/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	32	23	36	35	48	48
<b>Math</b>	19	18	23	24	36	37

\* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	28	22	39	43	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	13.6	6.1	3

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	72	69	95.8	21.7
Male	35	33	94.3	21.2
Female	37	36	97.3	22.2
Hispanic or Latino	43	42	97.7	16.7
White	21	19	90.5	42.1
Socioeconomically Disadvantaged	68	66	97.1	19.7
English Learners	18	17	94.4	5.9
Students with Disabilities	11	10	90.9	20.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	247	96.48	23.08
Male	137	132	96.35	19.7
Female	119	115	96.64	26.96
Black or African American	--	--	--	--
American Indian or Alaska Native	31	29	93.55	34.48
Asian	--	--	--	--
Hispanic or Latino	139	138	99.28	18.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	72	94.74	27.78
Socioeconomically Disadvantaged	233	227	97.42	22.47
English Learners	113	113	100	17.7
Students with Disabilities	48	42	87.5	7.14
Students Receiving Migrant Education Services	20	20	100	15
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	256	247	96.48	18.22
Male	137	132	96.35	21.21
Female	119	115	96.64	14.78
Black or African American	--	--	--	--
American Indian or Alaska Native	31	29	93.55	17.24
Asian	--	--	--	--
Hispanic or Latino	139	138	99.28	15.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	72	94.74	23.61
Socioeconomically Disadvantaged	233	227	97.42	17.18
English Learners	113	113	100	16.81
Students with Disabilities	48	42	87.5	7.14
Students Receiving Migrant Education Services	20	20	100	5
Foster Youth	--	--	--	--

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.

### 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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents can become directly involved in our school through PTO, SSC, ELAC. All three parent committees meet on a regular basis and address school-wide concerns ranging from budgetary spending, school safety, fundraising, curricular and extra-curricular events. Our SSC group (School Site Council) meets regularly to determine how funds will be spent and which programs will be implemented at our school. We also have an ELAC group (English Learner Advisory Committee) that regularly meets in conjunction with the District DELAC (District English Learner Advisory Committee) to focus on the needs of our students that are second language learners. The PTO group (Parent Teacher Organization) meets monthly to plan events, programs and fundraisers to enrich the students' school experience. Furthermore, we welcome parents to set up appointments to come and visit their child's class anytime so that they may make a stronger connection to the classroom environment. Volunteers in and outside of the classroom are strongly encouraged and appreciated. We provide ongoing parental involvement with parent conferences, IEP meetings and CARE meetings. Monthly, the principal offers "coffee with the principal" sessions in both English and Spanish in order for parents to meet informally. Parents are invited to attend monthly awards ceremonies. Parent attend parent-teacher conferences at the end of the first trimester of school and meet with the child's teacher to review academic and behavioral progress. Lastly, parents and families are actively encouraged to attend school events including movie nights, ELL awards, Back to School Night and Open House, and the Day of the Child celebration in the spring.

#### 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.

#### School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

**Suspensions and Expulsions**

School	2014-15	2015-16	2016-17
Suspensions Rate	5.03	10.69	13.57
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

**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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	24	1	1		3	3	4			
1	21	21	24	1	1		2	2	3			
2	22	22	23				3	3	3			
3	24	24	24				2	2	3			
4	26	26	32				3	3	2			
5	25	25	28				2	2	2			
6	29	29	29				2	2	2			

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

### Professional Development provided for Teachers

Funds are set aside to provide various levels of Professional Development for all staff members. Certificated staff members are involved in trainings through the District. The focus for the 2017-2018 year is Learning Rounds and building Teacher Leadership. The district is also participating in a pilot program focused on the new ELA adoption of Benchmark. The focus for the 2016-17 year was Bridges Math implementation, and we continue to focus on full implementation and trainings for these materials. In 2015-16 the focus was Evidence Based Writing. In 2013-14 the focus was on Collaborative Conversations. Other workshops available to the staff include technology training, content area (math, science, ELA, social studies) trainings. In addition certificated staff members participate in "Collaborative Wednesdays" at which time they review student data and share strategies to improve student learning. Classified staff members are encouraged to attend conferences and district/county trainings. All staff members attend regular meetings where student achievement and ways to improve delivery of services are discussed. The district developed a Leadership Network team, which contains teachers and administration from every site to participate in professional development in Common Core State Standards to guide, direct and in-service site staff as we go forward with the implementation of the Common Core State Standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,065	\$2,176	\$4,889	\$76,906
District	◆	◆	\$4,698	\$66,898
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			4.1	15.0
Percent Difference: School Site/ State			-25.6	3.3

\* Cells with ◆ do not require data.

### Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds in reading and ELD.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.