Twin Rivers Unified School District
Oakdale Elementary School
CDS Code: 34-76505-6033559

3708 Myrtle Avenue, North Highlands, CA 95660
(916) 566-1910

2015-16 School Accountability Report Card
Published in 2016-17 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Principal's Message

Welcome to Oakdale School - Home of the Eagles! Our school community is committed to excellence and we endeavor to make sure that every student at Oakdale is afforded the highest quality of instruction. We emphasize ensuring that every child is provided a safe, and responsible educational experience. One of our focus points is to work as a team with our families to ensure that the needs of all our students are met. We are all proud of our students, teachers and community. We invite all to join us and participate in inspiring each student to extraordinary achievement every day.

Mission Statement

In accordance with the Twin Rivers Unified School District mission, Oakdale PreK-8 will inspire each student to extraordinary achievement every day. We will accomplish this by:

- Offering a rigorous educational program with high expectations for all students.
- Value and respect all in our community especially students and parents.
- Engage, staff, and families with meaningful involvement in our schools and programs.

District & School Profile (School Year 2016-17)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	25.8%
American Indian or Alaska Native	1.1%
Asian	5.0%
Filipino	0.5%
Hispanic or Latino	39.6%
Native Hawaiian or Pacific Islander	3.0%
White	19.9%
Two or More Races	3.4%
EL Students	25.1%
Socioeconomically Disadvantaged	93.2%
Students with Disabilities	16.3%
Foster Youth	0.2%

School Enrollment & Attendance (School Year 2015-16)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Oakdale Elementary School had a beginning enrollment of 558 students in grades kindergarten through eight for the 2015-16 school year.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	60	58	66
1st	57	60	53
2nd	59	59	62
3rd	58	60	70
4th	69	55	69
5th	51	62	72
6th	55	44	70
7th	40	60	43
8th	52	39	53

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2016-17)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	28	28	31	1257
Without Full Credentials	1	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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 vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	**0**	**0**	**1**
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2016, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Algebra I	College Board	2014	Yes	0.0%
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
K-6	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-8th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/Social Science	Holt	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
K-8	Mathematics	Houghton Mifflin	2015	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033559Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

The current school facilities were build in 1952. There are 23 classrooms, a library/media center, multipurpose room, two playgrounds and a gym. There is also a Family Resource Center on campus.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 03/22/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Room 5/Staff Lounge - water stained ceiling tiles; Room 7 - water stained ceiling tiles by desk; Room 12 - rubber floor molding is missing at entry; Room 14 - water stained ceiling tiles; P Room 25 - wallpaper is torn at entry; P Room 19 - water stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 6 - 2 light panels are out; Stage - trip hazard/5 floor outlet covers are missing; Room 11 - 4 light panels are out; P Room 24 - clock is missing/exposed wires; P Room 19 - outlet cover is broken.
Restrooms/Fountains	X			Room K2/Kinder - trip hazard at entry to restroom.
Safety (Fire Safety, Hazardous Materials)	X			Room 5/Staff Lounge - paint chipping on door frame; Room 6 - paint chipping on siding; Room 15 - paint chipping on eaves; Boys Restroom - paint chipping on walls; P Room 24 - paint chipping on door; P Room 18 - paint is peeling on eaves; P Room 17 - no skid paint is peeling on ramp.
Structural (Structural Damage, Roofs)	X			Boys Restroom - dry rot on siding; Girls Restroom - dry rot on siding at entry; P Room 26 - dry rot on siding; P Room 19 - ramp is rusted/no skid paint is missing; P Room 18 - dry rot on siding.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 8 - trip hazard at door entry; Boys Restroom - trip hazard/ asphalt by bike racks is deteriorating; Boys Restroom - trip hazard on asphalt/cement seam/water cover is missing. Stage - dry rot on stage door and frame; Room K1/Kinder - dry rot at bottom of door.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

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. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2016-17 school year, the district has budgeted $1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

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 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress								
Percent of Students Meeting or Exceeding the State Standards								
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	15	17	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	17	15	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	41	36	27	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science

Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	120	113	94.17	27.43
Male	55	51	92.73	27.45
Female	65	62	95.38	27.42
Black or African American	27	24	88.89	29.17
Hispanic or Latino	48	47	97.92	21.28
White	27	25	92.59	28
Socioeconomically Disadvantaged	114	107	93.86	24.3
English Learners	30	29	96.67	3.45
Students with Disabilities	22	22	100	13.64

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3

| Student Groups | Total Enrollment | English-Language Arts | | | Mathematics | | |
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	78	67	85.9	22.39	72	92.31	27.78
Male	29	24	82.76	20.83	27	93.1	33.33
Female	49	43	87.76	23.26	45	91.84	24.44
Black or African American	18	17	94.44	17.65	17	94.44	11.76
Hispanic or Latino	25	23	92	26.09	24	96	25
White	17	13	76.47	30.77	16	94.12	37.5
Socioeconomically Disadvantaged	75	65	86.67	21.54	70	93.33	25.71
English Learners	17	14	82.35	--	16	94.12	6.25

California Assessment of Student Performance and Progress - Grade 4

| Student Groups | Total Enrollment | English-Language Arts | | | Mathematics | | |
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	71	68	95.77	20.59	67	95.71	22.39
Male	35	34	97.14	20.59	33	97.06	27.27
Female	36	34	94.44	20.59	34	94.44	17.65
Black or African American	18	17	94.44	5.88	16	94.12	6.25
Hispanic or Latino	27	26	96.3	15.38	26	96.3	19.23
White	13	12	92.31	33.33	12	92.31	33.33
Socioeconomically Disadvantaged	67	65	97.01	16.92	64	96.97	18.75
English Learners	22	22	100	4.55	22	100	13.64
Students with Disabilities	18	18	100	11.11	17	100	5.88

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	67	63	94.03	11.11	64	95.52	7.81
Male	34	31	91.18	9.68	31	91.18	3.23
Female	33	32	96.97	12.5	33	100	12.12
Black or African American	16	14	87.5	14.29	14	87.5	--
Hispanic or Latino	28	28	100	7.14	28	100	10.71
White	13	12	92.31	8.33	12	92.31	16.67
Socioeconomically Disadvantaged	64	60	93.75	11.67	61	95.31	6.56
English Learners	22	21	95.45	--	22	100	4.55
Students with Disabilities	16	16	100	--	16	100	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	71	66	92.96	10.77	65	94.2	9.23
Male	35	33	94.29	12.5	32	91.43	12.5
Female	36	33	91.67	9.09	33	97.06	6.06
Black or African American	19	19	100	10.53	19	100	15.79
Hispanic or Latino	30	28	93.33	3.57	28	96.55	3.57
White	14	13	92.86	33.33	12	85.71	16.67
Socioeconomically Disadvantaged	67	62	92.54	9.84	61	93.85	9.84
English Learners	19	17	89.47	--	18	100	--
Students with Disabilities	20	19	95	--	19	95	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	English-Language Arts			Mathematics		
		Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	53	49	92.45	26.53	51	96.23	13.73
Male	22	20	90.91	25	21	95.45	19.05
Female	31	29	93.55	27.59	30	96.77	10
Black or African American	12	11	91.67	27.27	11	91.67	18.18
Hispanic or Latino	25	24	96	20.83	25	100	8
Socioeconomically Disadvantaged	52	48	92.31	27.08	50	96.15	14

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or

California Assessment of Student Performance and Progress - Grade 8							
	English-Language Arts				Mathematics		
Student Groups	**Total Enrollment**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**	**Number Tested**	**Percent Tested**	**% Met or Exceeded CA Standard**
All Students	54	50	92.59	14	51	96.23	6
Male	21	20	95.24	5	20	95.24	--
Female	33	30	90.91	20	31	96.88	10
Black or African American	11	10	90.91	--	10	90.91	--
Hispanic or Latino	20	19	95	15.79	19	95	5.26
White	14	13	92.86	15.38	14	100	15.38
Socioeconomically Disadvantaged	51	47	92.16	14.89	48	96	6.38

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 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.

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2015-16			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	14.0%	12.3%	7.0%
7	23.8%	35.7%	-

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2016-17)

Providing a wealth of opportunities for parent involvement is a priority for our staff. Our school/parent/student compact and Parent Involvement Policy are published in our school plan and in our Parent/Student Handbooks.

The school at large provides numerous family events that include annual Dessert with Santa, Family Game Night, Science Night, Arts Night and McTeacher's Night. The events are designed to enhance community building. Parent involvement events designed to support academic achievement include several Parent Academies related to academic literacy. Student portfolio celebrations are held for several grade levels and classes.

Our school holds several fundraisers throughout the year that has raised funds for technology advancement, field trips, and classroom supplies for teachers as well as sponsoring our many family events. Our School Site Council, which is made up of parents and staff, approves our school's annual improvement plan and general budget. In addition, we have an English Learner Advisory Committee to assist the families of students not yet proficient in English to feel welcome at Oakdale School and be more involved with the education process.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oakdale School at 916-566-1910.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

Students at Oakdale School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Oakdale has established a schoolwide Student Rules and Behavior Plan. Copies are sent to all parents at the beginning of the year, or when the child enrolls. At weekly assemblies students are recognized for displaying positive behaviors.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	11.0%	14.0%	17.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

School safety is a primary concern of Oakdale Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown and duck and cover procedure rehearsals. In recent years we have increased playground supervision which has reduced the student to supervisory ratio on the yard. Oakdale has a safety committee made up of teachers, administration and custodial staff. We revise our Safety Plan yearly and evaluate the plan 2-3 times each year. Revisions to the plan are shared with the entire staff.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI	Year 3	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

School Leadership

Leadership at Oakdale is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Debra Chandler. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Oakdale School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Oakdale School.

The teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where they receive in-class assistance from a Bilingual Paraprofessional. Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs two full-time RSP teachers who provide instruction within the general education classroom and through pull-out groups.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction. 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 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.6
Instructional Paraeducator	1	0.3
Instructional Support Teacher	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	1.5
RSP Aide	2	1.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	1.0

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			**Classrooms Containing:**								
				1-20 Students			**21-32 Students**			**33+ Students**		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	20	19	22	3	3	-	-	-	3	-	-	-
1	19	20	27	3	3	-	-	-	2	-	-	-
2	20	20	21	3	3	1	-	-	2	-	-	-
3	19	20	23	3	3	-	-	-	3	-	-	-
4	23	18	23	-	3	1	3	-	2	-	-	-
5	17	21	18	2	1	2	1	2	2	-	-	-
6	18	22	23	3	-	1	-	2	2	-	-	-
By Subject Area												
English	15	19	-	7	6	-	-	-	-	-	-	-
Mathematics	15	20	-	6	5	-	-	-	-	-	-	-
Science	16	20	-	7	5	-	-	-	-	-	-	-
Social Science	15	20	-	6	5	-	-	-	-	-	-	-

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Oakdale Elementary School revolves around the California State Common Core Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Recognition

Oakdale School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized for the following:

- Citizenship Awards
- Weekly Eagle Bucks Drawings
- No Citation Trimester parties
- Attendance Awards
- Improved Achievement Awards
- Honor Roll Awards
- Principal's Award

Extracurricular Activities

Oakdale School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Oakdale include the following:

- After School Tutoring
- Family Reading Night
- Field Trips
- Basketball (7th/8th grades)
- Family Math Night
- Art Experiences
- Student Leadership
- Family Art Night
- Talent Show
- Soccer (7th/8th grades)

School Site Teacher Salaries (Fiscal Year 2014-15)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$67,434
District	$71,399
Percentage of Variation	-5.6%
School & State	
All Unified School Districts	$75,837
Percentage of Variation	-11.1%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2014-15		
	District	State
Beginning Teachers	$41,616	$45,092
Mid-Range Teachers	$54,748	$71,627
Highest Teachers	$88,311	$93,288
Elementary School Principals	$100,647	$115,631
Middle School Principals	$104,639	$120,915
High School Principals	$111,719	$132,029
Superintendent	$240,000	$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$8,330
From Supplemental/Restricted Sources	$3,463
From Basic/Unrestricted Sources	$4,867
District	
From Basic/Unrestricted Sources	$5,756
Percentage of Variation between School & District	-15.4%
State	
From Basic/Unrestricted Sources	$5,677
Percentage of Variation between School & State	-14.3%

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

• Targeted Instruction Improvement Block Grant**
• School and Library Improvement Block Grant**
• EIA-LEP
• Gifted and Talented Education
• EIA-SCE
• Elementary and Secondary School Counseling Program
• Carl Perkins
• Healthy Start
• Quality Education Investment Act
• Medi-Cal
• After School Education & Safety
• Arts in Education
• Head Start
• State Lottery
• Title II
• CA Partnership Academies
• Title I
• Charter School Fund
• Title III
• Special Education
• Sustain Meaningful Arts
• Pupil Retention Block Grant