

Ohlone Elementary School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2012-13)

School Contact Information	
School Name	Ohlone Elementary School
Street	1616 Pheasant Drive
City, State, Zip	Hercules, CA 94547
Phone Number	(510) 799-0889
Principal	Michele (Mickie) Giacomini
E-mail Address	mgiacomini@wccusd.net
CDS Code	07-61796-6099717

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Web Site	www.wccusd.net
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net

School Description and Mission Statement (School Year 2011-12)

This section provides information about the school, its programs and its goals.

At Ohlone School we believe that all children benefit from rigorous, student-centered and standards-based instruction. We provide an equitable, academically-challenging education and a safe, nurturing environment. We strive to collaborate with parents, establish high goals for students, and help all students reach their goals.

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Contact Person Name-Darla Bruce

Contact Person Phone Number-799-0889

PTA membership requires a donation of \$10.00. Parent volunteers serve as library assistants, study trip chaperones, student tutors, and classroom parents. Parent volunteers help with assemblies, picture day, hot dog day and yearbook planning. Parents are also invited to serve as members of the school site council, English language advisory committee and PTA.

School Site Council meets every month to discuss site plan, budget issues, and educational challenges and strengths of the school. We also discuss issues raised by teachers, parents, and community members. Our Instructional Leadership Team meets monthly to discuss academic issues and ways to address these issues for the betterment of the students. The site council reviews ongoing architectural developments as appropriate

The facilities committee meets monthly with architects and district personnel who oversee the construction projects. Ohlone is currently under construction to build our new school. The community is working together with the school staff to make the transition during construction and moving as smooth as possible, with little or no interruption of the instructional process.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	72
Grade 1	69
Grade 2	53
Grade 3	54
Grade 4	80
Grade 5	70
Total Enrollment	398

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	22.6	White	12.3
American Indian or Alaska Native	0.3	Two or More Races	0
Asian	16.8	Socioeconomically Disadvantaged	33.9
Filipino	26.9	English Learners	29.6
Hispanic or Latino	21.1	Students with Disabilities	8.8
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	0	0	22.5	1	1	0	23.3	0	3	0
1	19	5	0	0	20.8	5	0	0	22.3	2	1	0
2	18.4	5	0	0	19.5	2	0	0	17.3	3	0	0
3	17.2	5	0	0	26	0	2	0	25.5	0	2	0
4	24.3	0	3	0	26.5	0	2	0	22	1	2	0
5	25	0	3	0	30	0	2	0	28	0	3	0

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

III. School Climate

School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Date of Last Review/Update-September 2012
Date Last Discussed with Staff-December 2012

Safety issues are continuously reviewed and modified. Students are trained to handle emergencies through participation (fire drills, lock-down drills, earthquake drills, disaster drills) and instruction (lessons, videos, assemblies). Drills take place monthly, as well as Safety Committee meets monthly to discuss concerns and problem solve. Parents and staff members help enforce safe parking lot rules during arrival and dismissal. Students are not to arrive at Ohlone prior to 8:15 a.m. Students are not to remain on campus after dismissal. Visitors must sign in at the office and wear a visitor badge while on campus.

Conflict mediations help resolve issues between students to reduce the number of conflicts and altercations. Adult supervisors work alongside teachers at recesses and lunch to maintain constant supervision.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	1.81	0.44	5.8	21.15	23.83	26.7
Expulsions	0	0	0.0	0.5	0.49	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January 2013

Ohlone's portable classrooms were installed at various times between 1965 and 1996. There is sufficient space to accommodate the staff's needs. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[]	Floor tiles coming up in front of the custodial room. (Work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	[]	Door is dragging at the custodial room. (Work order submitted)
Overall Rating	[]	[]	[]	[]	January 2013

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	26	26	19	1,304
Without Full Credential	0	0	0	17
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.74	5.26
All Schools in District	96.87	3.13
High-Poverty Schools in District	96.69	3.31
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	0.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.70	---
Resource Specialist	1.00	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SRA, Open Court Reading (Grades K-5) SRA Foro Abierto grades K-3 Bilingual Prentice Hall Bronze 6th grade		0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill		0%
Science	Scott Foresman Science K-6		0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas		0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,227	\$3,614	\$4,613	\$57,691.11
District	---	---	\$4,410	\$53,775
Percent Difference: School Site and District	---	---	4.6	7.3
State	---	---	\$5,455	\$68,835
Percent Difference: School Site and State	---	---	-15.4	-16.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage 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 webpage 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>.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Programs and services available at Ohlone School include:

- Special Ed-E
- LEP EIA
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,931	\$41,455
Mid-Range Teacher Salary	\$55,377	\$66,043
Highest Teacher Salary	\$74,235	\$85,397
Average Principal Salary (Elementary)	\$91,800	\$106,714
Average Principal Salary (Middle)	\$97,308	\$111,101
Average Principal Salary (High)	\$108,819	\$121,754
Superintendent Salary	\$221,190	\$223,357
Percent of Budget for Teacher Salaries	33%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	53	55	56	39	41	43	52	54	56
Mathematics	54	61	62	34	37	38	48	50	51
Science	52	65	72	38	42	45	54	57	60
History-Social Science				26	28	30	44	48	49

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	43	38	45	30
All Student at the School	56	62	72	
Male	51	58	74	
Female	63	68	70	
Black or African American	46	51	50	
American Indian or Alaska Native				
Asian	49	74		
Filipino	72	80	91	
Hispanic or Latino	53	53	57	
Native Hawaiian/Pacific Islander				
White	58	52		
Two or More Races				
Socioeconomically Disadvantaged	51	54	61	
English Learners	42	54		
Students with Disabilities	48	61		
Students Receiving Migrant Education Services				

* 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.

California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.9	30	24.3

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	5	5	5
Similar Schools	5	2	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	0	17	15
Black or African American	-5	16	67
American Indian or Alaska Native			
Asian			
Filipino	32	38	-8
Hispanic or Latino		45	-17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	3	37
English Learners	-33	36	14
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	245	824	20,687	715	4,664,264	788
Black or African American	57	774	4,265	644	313,201	710
American Indian or Alaska Native	1		34	744	31,606	742
Asian	38	839	2,296	816	404,670	905
Filipino	64	896	1,307	825	124,824	869
Hispanic or Latino	56	792	10,246	685	2,425,230	740
Native Hawaiian/Pacific Islander	0		154	750	26,563	775
White	29	802	2,294	813	1,221,860	853
Two or More Races	0		55	801	88,428	849
Socioeconomically Disadvantaged	101	790	14,600	683	2,779,680	737
English Learners	81	831	9,178	678	1,530,297	716
Students with Disabilities	34	760	2,823	555	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	43.1

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, Common Core, RTI and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.