Ohlone Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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.

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.

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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ohlone Elementary School
Street	1616 Pheasant Drive
City, State, Zip	Hercules, CA 94547-1699
Phone Number	(510) 231-1443
Principal	Stephanie Serrano
E-mail Address	sserrano@wccusd.net
Web Site	http://ohloneschool.com/
Grades Served	K-5
CDS Code	07-61796-6099717

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

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	52
Grade 1	62
Grade 2	52
Grade 3	53
Grade 4	60
Grade 5	65
Total Enrollment	344

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	20.9
American Indian or Alaska Native	0.3
Asian	18.3
Filipino	22.4
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	1.2
White	9.6
Two or More Races	6.1
Socioeconomically Disadvantaged	31.1
English Learners	20.3
Students with Disabilities	11

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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	15	18	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-5)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Spiders found throughout site (work completed).
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door closer broken at room 9 (work order submitted).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	44	32	44
Mathematics	43	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	49	90.7	29	24	24	22
	4	58	57	98.3	21	32	19	28
	5	65	61	93.8	30	30	28	11
Male	3		29	53.7	31	31	21	17
	4		28	48.3	21	32	25	21
	5		37	56.9	35	30	27	5
Female	3		20	37.0	25	15	30	30
	4		29	50.0	21	31	14	34
	5		24	36.9	21	29	29	21
Black or African American	3		11	20.4	45	27	27	0
	4		4	6.9	--	--	--	--
	5		17	26.2	35	18	35	12
Asian	3		10	18.5	--	--	--	--
	4		17	29.3	18	18	24	41
	5		9	13.8	--	--	--	--
Filipino	3		15	27.8	7	40	33	20
	4		13	22.4	38	38	15	8
	5		9	13.8	--	--	--	--
Hispanic or Latino	3		5	9.3	--	--	--	--
	4		14	24.1	21	43	21	14
	5		13	20.0	23	46	23	8
Native Hawaiian or Pacific Islander	5		1	1.5	--	--	--	--
White	3		3	5.6	--	--	--	--
	4		7	12.1	--	--	--	--
	5		9	13.8	--	--	--	--
Two or More Races	3		5	9.3	--	--	--	--
	4		2	3.4	--	--	--	--
	5		3	4.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	**3**		22	40.7	45	27	18	9
	4		21	36.2	33	38	14	14
	5		25	38.5	44	28	16	12
English Learners	**3**		11	20.4	27	36	18	18
	4		7	12.1	--	--	--	--
	5		9	13.8	--	--	--	--
Students with Disabilities	**3**		2	3.7	--	--	--	--
	4		4	6.9	--	--	--	--
	5		4	6.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	54	50	92.6	26	24	38	12
	4	58	56	96.6	13	36	29	23
	5	65	61	93.8	34	38	15	13
Male	**3**		29	53.7	31	28	31	10
	4		27	46.6	7	37	30	26
	5		37	56.9	32	41	14	14
Female	**3**		21	38.9	19	19	48	14
	4		29	50.0	17	34	28	21
	5		24	36.9	38	33	17	13
Black or African American	**3**		11	20.4	55	18	27	0
	4		4	6.9	--	--	--	--
	5		17	26.2	29	41	18	12
Asian	**3**		10	18.5	--	--	--	--
	4		17	29.3	0	29	47	24
	5		9	13.8	--	--	--	--
Filipino	**3**		16	29.6	0	38	56	6
	4		13	22.4	15	62	8	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		9	13.8	--	--	--	--
Hispanic or Latino	**3**		5	9.3	--	--	--	--
	4		13	22.4	23	46	15	15
	5		13	20.0	38	38	8	15
Native Hawaiian or Pacific Islander	**5**		1	1.5	--	--	--	--
White	**3**		3	5.6	--	--	--	--
	4		7	12.1	--	--	--	--
	5		9	13.8	--	--	--	--
Two or More Races	**3**		5	9.3	--	--	--	--
	4		2	3.4	--	--	--	--
	5		3	4.6	--	--	--	--
Socioeconomically Disadvantaged	**3**		22	40.7	50	27	18	5
	4		20	34.5	15	45	25	15
	5		25	38.5	48	32	16	4
English Learners	**3**		12	22.2	8	50	33	8
	4		7	12.1	--	--	--	--
	5		9	13.8	--	--	--	--
Students with Disabilities	**3**		2	3.7	--	--	--	--
	4		3	5.2	--	--	--	--
	5		4	6.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	41	77	62	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	62
Male	56
Female	71
Black or African American	52
Asian	--
Filipino	--
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	65
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.50	15.40	15.40

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.

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Marisa Bustos; Phone Number-510-231-1443

PTA membership requires a donation of $10.00. Parent volunteers serve as library assistants, study trip chaperons, student tutors, and classroom parents. Parent volunteers help with assemblies, picture day, and yearbook planning. Parents can also serve as members of the Ohlone School Site Council, English Language Advisory Committee, and PTA.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.73	0.00	0.27	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 a Safety Committee/Team 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 mediation helps 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		19	1	3		20	1	2	
1	26		2		26		2		20	2	1	
2	28		2		25		2		26		2	
3	26		2		28		2		25		2	
4	32		1		29		2		29		2	
5	26	1	3		21	1	2		23	1	2	
Other	10	1										

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.70	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7432.02	$5764.95	$1667.07	$63773.93
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-82.7	13.1
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-68.8	-12.6

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Ohlone School include:

Special Ed - IEP
504
SST

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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.