

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Boulder Oaks Elementary School

Grades 1-5
CDS Code 37-67967-6109086

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<http://sites.google.com/a/alpineschools.net/boulder-oaks-elementary-school>

Alpine Union School District

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Principal's Message

Boulder Oaks Elementary School is a small, community-based elementary school. Located in Alpine, California, it serves approximately 480 students in grades 1-5. Boulder Oaks is located approximately 25 miles east of San Diego and is one of three elementary schools in the Alpine Union School District. Boulder Oaks Elementary School is dedicated to providing a strong instructional program to each child at the school and is committed to educating the whole child through visual and performing arts, physical education and character education. We believe that for each child to learn to their fullest potential, they must feel welcomed and valued at school.

Through the support of our community, we offer multiple learning opportunities including a piano keyboarding lab, an art docent program, a fitness lab, STEAM pathways, organic gardening, Everyone a Reader and PawPals reading programs. Additionally, our teachers use a wide variety of technology-based instructional strategies to engage our students and personalize their learning. We provide a Chromebook for every student that the students can take back and forth from school to home.

School Mission Statement

Boulder Oaks Elementary School provides a nurturing, inspiring, and academically rigorous school environment with an emphasis on teaching the whole child through art, music, physical fitness, social emotional learning and character education. Our students will be actively engaged in challenging content and will be able to collaborate and problem-solve preparing them for their future college and career paths.

School Vision Statement

By collaboratively working together, we will inspire a passion for learning, ensure that all students learn to their fullest potential and build their physical, social and emotional well-being.

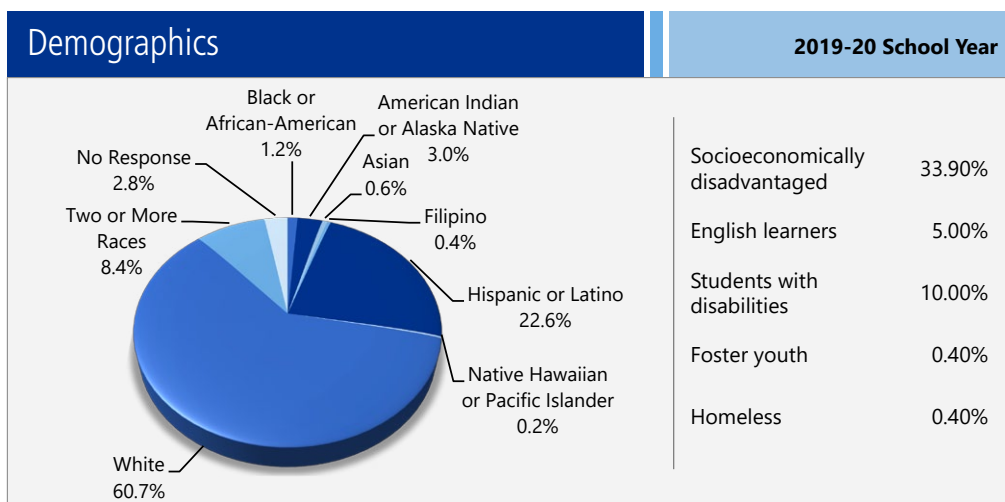
Parental Involvement

Parent support is a key aspect of a successful educational system. We are pleased to have a high level of parental and community support. The Alpine community is an extraordinarily generous one that contributes to and participates in the school. Our very active Parent Teacher Association works hard to provide financial support and enrichment opportunities for Boulder Oaks students. On average, Boulder Oaks has more than 50 volunteer hours each week. Our School Site Council meets regularly and is actively involved in decisions related to school needs.

For more information on how to become involved with the school, contact Jenna Weinert, principal, at (619) 445-8676.

Enrollment by Student Group

The total enrollment at the school was 499 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

Our Alpine Union School District believes:

Education is the foundation of a democratic society.

Each person has value.

Everyone in the community shares responsibility for the educational success of all children.

We have high expectations that challenge each individual to reach his or her potential.

Effective communication fosters good human relations.

All individuals deserve to be and feel safe. Safety optimizes the learning environment.

We value and live by the highest ethical standards of respect, integrity, honesty and fairness.

Educating our children is an investment in the future.



Board of Trustees

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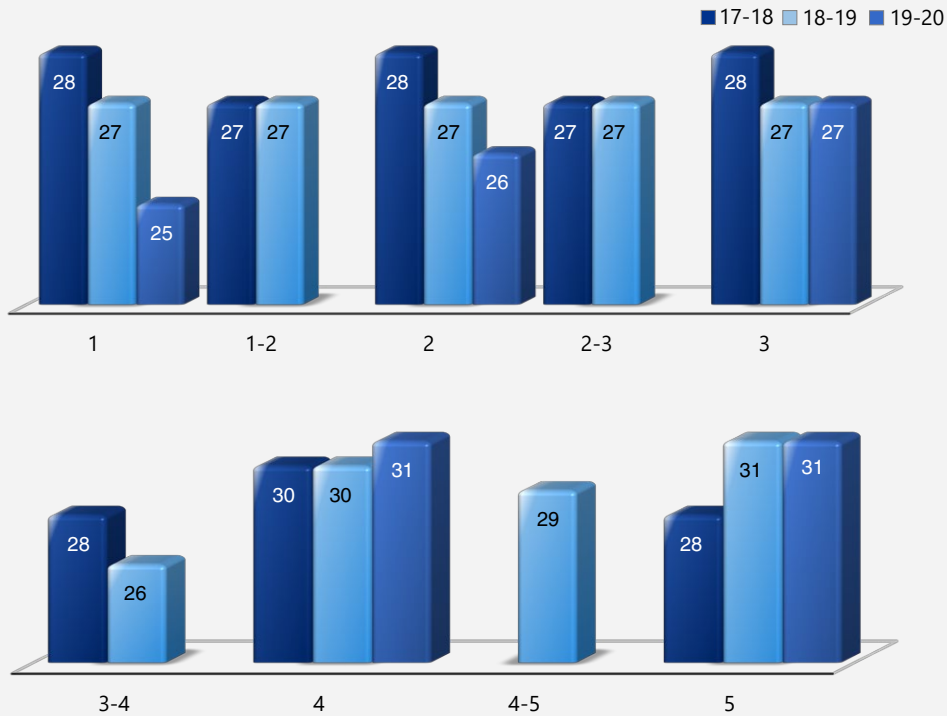


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

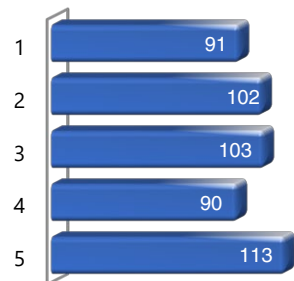
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade



Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title I, Special Education and American Indian Education. California State Lottery funds have been allocated to support such programs as transition, curriculum and staff development, student transportation, student testing and computer support.

Number of Classrooms by Size

Three-Year Data

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1		2			2			3	
1-2		1			1			1	
2		2			2			3	
2-3		1			1				
3		1			2			4	
3-4		1			1			1	
4		2			2			3	
4-5					1				
5		2			2			3	

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Boulder Oaks ES		Alpine Union ESD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	46%	◇	41%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Boulder Oaks ES		Alpine Union ESD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	56%	◇	56%	◇	51%	◇
Mathematics	52%	◇	41%	◇	40%	◇

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Boulder Oaks ES
		Grade 5
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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



CAASPP Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

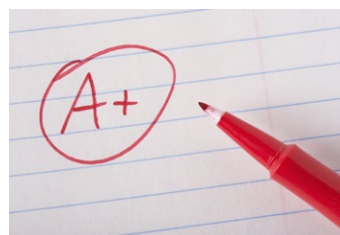




CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Textbooks and Instructional Materials

Textbooks are adopted according to the state-mandated textbook-adoption cycle. Instructional materials are selected from the list of state-approved textbooks that align to state standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English learners.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill	2017
Mathematics	<i>My Math</i> , McGraw-Hill	2015
Mathematics	<i>CPM</i>	2020
Science	<i>Inspire</i> , McGraw-Hill	2020
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2020
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2020-21 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2020-21 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

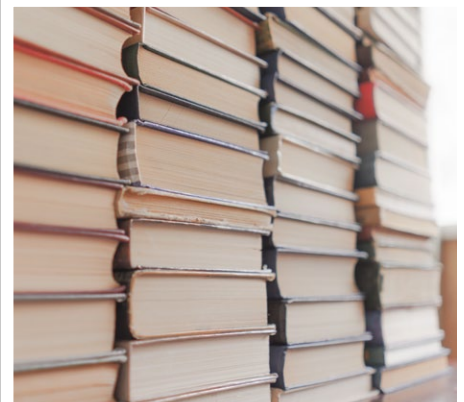
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2020-21 School Year

Data collection date	10/14/2020
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2020-21 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		10/20/2020
Date of the most recent completion of the inspection form		10/20/2020

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Repair ceiling at kitchen soffit.	By August 7, 2021
Structural	Rm 27, 28: Siding is rotten/spongy with holes to insulation. Rm 28: Ramp planking needs to be repaired.	By August 7, 2021

School Facilities

Boulder Oaks Elementary School has excellent facilities, which include 16 classrooms, 12 relocatable classrooms, a beautiful library, one fitness lab, two art rooms, one piano keyboarding lab, an auditorium and administrative offices. A large grass field and two asphalt game areas provide ample space for recess and physical-education activities. All school facilities are well maintained and in good repair.

Boulder Oaks Elementary School opened in 1990. The school provides a safe, clean environment for learning. Our custodial staff includes one full-time employee, and a district custodian services the campus at night.

A health aide cares for students who are ill or sustain injuries while at school. Five supervisors provide supervision for students during lunch and on the playground.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Boulder Oaks ES	0.3%	0.3%
Alpine Union ESD	1.2%	2.0%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Boulder Oaks ES	0.0%	0.0%
Alpine Union ESD	0.1%	0.0%
California	0.1%	0.1%
Suspension Rates		
		19-20
Boulder Oaks ES		0.4%
Alpine Union ESD		0.7%
California		*
Expulsion Rates		
		19-20
Boulder Oaks ES		0.0%
Alpine Union ESD		0.0%
California		*
* California suspension and expulsion data is not available at this time.		



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Alpine Union ESD	Boulder Oaks ES		
Teachers	20-21	18-19	19-20	20-21
With a full credential	73	15	21	19
Without a full credential	6	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Boulder Oaks ES		
Teachers		18-19	19-20	20-21
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

During the 2020-21 school year, our teachers participated or will participate in one daylong professional development, multiple 90 minute professional development sessions, and 19 one-hour-long staff meetings that include professional development. Additionally, two hours a month of release time is provided to teachers to collaborate on instructional strategies.

Professional Development Days		Three-Year Data		
		2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement		4	3	4

✧ Not applicable.

● District shared.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	●
Social worker	●
Nurse	●
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	2.00



Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2018-19 Fiscal Year	
	Alpine Union ESD	Similar Sized District
Beginning teacher salary	\$43,379	\$50,574
Midrange teacher salary	\$66,706	\$76,649
Highest teacher salary	\$96,132	\$98,993
Average elementary school principal salary	\$110,619	\$125,150
Average middle school principal salary	\$118,324	\$129,394
Superintendent salary	\$190,000	\$193,925
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Boulder Oaks ES	\$5,759	\$75,619
Alpine Union ESD	\$5,390	\$73,596
California	\$7,750	\$80,565
School and district: percentage difference	+6.8%	+2.7%
School and California: percentage difference	-25.7%	-6.1%

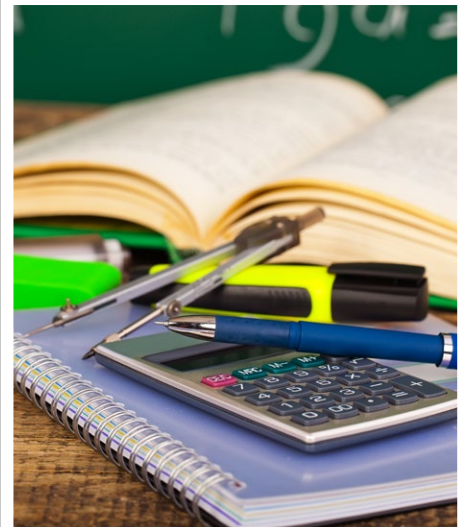
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2020.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	\$6,579
Expenditures per pupil from restricted sources	\$820
Expenditures per pupil from unrestricted sources	\$5,759
Annual average teacher salary	\$75,619



Expenditures Per Pupil

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.

School Accountability Report Card

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