

# The Studios @ Central

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### 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.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | The Studios @ Central   |
| <b>Street</b>                            | 2565 Mesa Avenue  |
| <b>City, State, Zip</b>                  | Oroville, CA 95966  |
| <b>Phone Number</b>                      | 530-532-3002  |
| <b>Principal</b>                         | Lauren Albert   |
| <b>Email Address</b>                     | lalbert@ocesd.net   |
| <b>School Website</b>                    | <a href="https://www.ocesd.net/o/central-middle">https://www.ocesd.net/o/central-middle</a> |
| <b>County-District-School (CDS) Code</b> | 04615076003230  |

## 2022-23 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Oroville City Elementary School District                |
| <b>Phone Number</b>             | 530-532-3000  |
| <b>Superintendent</b>           | Dr. Spencer Holtom                                      |
| <b>Email Address</b>            | sholtom@ocesd.net                                       |
| <b>District Website Address</b> | <a href="http://www.ocesd.net">http://www.ocesd.net</a> |

## 2022-23 School Overview

The Studios @ Central is located in the Oroville City Elementary School District in the town of Oroville, California. The town is located in rural Butte County, in Northern California, and has a city population of 13,000, with nearly 50,000 inhabitants making up the Greater Oroville Area. The school is one of seven in the district and one of two middle schools in the district. There are three other districts in town, and two of them have a middle school. SC (The Studios @ Central) serves 340 students, in 6th-8th grades, and offers a variety of programs for special needs students, including a regional program for mild/moderate students (grades 5-8). SC also houses the District Independent Study Program (grades 6-8). Our student population is diverse and comprised of Asian, Hispanic, African American, Native American, and Caucasian students. The Studios @ Central offers a variety of academic and extracurricular programs for our students. We have an award-winning school band, an advanced English class with an emphasis on literature, a full physical education program, and enrichment courses such as Music Appreciation, Band, WEB, Theater, PE/ Dance, Leadership/Yearbook, and Art. Our facilities include two science laboratories, one-to-one Chromebooks, a large library, a multi-purpose room, a band room, a small broadcasting studio, a student center, Interactive touch screen TVs, and large fields. The Studios @ Central has a regional ESN class with appropriate facilities and equipment. Our cafeteria offers free lunch and breakfast for all students, our health aide offers health services, and counseling services are offered through our own counselor, therapist, and two outside agencies. The Studios @ Central also has a collaborative arrangement with the Butte County Office of Education to provide after-school tutoring and programs for our students. We also work with other agencies to provide tutoring and counseling services to students.

### Our Mission:

The Studios @ Central strives to meet the unique intellectual, physical, social, and emotional needs of students who are in a critical period of their lives as they move from childhood to adolescence. The staff of The Studios @ Central is committed to collaborating with the community to create and maintain a safe, nurturing, and effective learning environment so all members of the learning community are supported. Our learning community will implement research-based student-centered activities that utilize individual learning styles so that all will demonstrate success.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 110                |
| Grade 7          | 103                |
| Grade 8          | 97                 |
| Total Enrollment | 310                |

### 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 47.4                        |
| Male                                | 52.6                        |
| American Indian or Alaska Native    | 1.9                         |
| Asian                               | 15.8                        |
| Black or African American           | 1.6                         |
| Filipino                            | 0.0                         |
| Hispanic or Latino                  | 21.3                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| Two or More Races                   | 11.9                        |
| White                               | 46.8                        |
| English Learners                    | 12.3                        |
| Foster Youth                        | 1.3                         |
| Homeless                            | 1.6                         |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 86.8                        |
| Students with Disabilities          | 21.9                        |

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 14.50         | 86.60          | 119.10          | 92.78            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.00            | 0.78             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.00          | 5.96           | 1.50            | 1.21             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 1.20          | 7.44           | 6.70            | 5.22             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 16.70         | 100.00         | 128.40          | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 19.40         | 92.66          | 129.70          | 95.64            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.00            | 0.74             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.40          | 2.34           | 2.60            | 1.92             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.00          | 4.96           | 2.30            | 1.70             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 20.90         | 100.00         | 135.60          | 100.00           | 279044.80    | 100.00        |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Permits and Waivers  | 0.00        | 0.00        |
| Misassignments   | 1.00        | 0.40        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.00</b> | <b>0.40</b> |

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21     | 2021-22     |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00        | 0.00        |
| Local Assignment Options                               | 0.00        | 0.00        |
| <b>Total Out-of-Field Teachers</b>                     | <b>0.00</b> | <b>0.00</b> |

### 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 6.10    | 0.00    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.80    | 0.00    |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 22             | N/A              | 27               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 12             | N/A              | 20               | N/A           | 33            |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 314                     | 299                  | 95.22                 | 4.78                      | 21.74                          |
| <b>Female</b>  | 150                     | 142                  | 94.67                 | 5.33                      | 21.83                          |
| <b>Male</b>  | 164                     | 157                  | 95.73                 | 4.27                      | 21.66                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 50                      | 50                   | 100.00                | 0.00                      | 42.00                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 63                      | 61                   | 96.83                 | 3.17                      | 19.67                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 39                      | 39                   | 100.00                | 0.00                      | 25.64                          |
| <b>White</b>   | 147                     | 134                  | 91.16                 | 8.84                      | 16.42                          |
| <b>English Learners</b>                              | 31                      | 31                   | 100.00                | 0.00                      | 16.13                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 269                     | 255                  | 94.80                 | 5.20                      | 19.22                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 70                      | 64                   | 91.43                 | 8.57                      | 3.13                           |



## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 315                     | 300                  | 95.24                 | 4.76                      | 11.67                          |
| <b>Female</b>  | 150                     | 142                  | 94.67                 | 5.33                      | 9.15                           |
| <b>Male</b>  | 165                     | 158                  | 95.76                 | 4.24                      | 13.92                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 50                      | 50                   | 100.00                | 0.00                      | 16.00                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Hispanic or Latino</b>                            | 63                      | 61                   | 96.83                 | 3.17                      | 11.48                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 39                      | 39                   | 100.00                | 0.00                      | 23.08                          |
| <b>White</b>   | 148                     | 135                  | 91.22                 | 8.78                      | 8.15                           |
| <b>English Learners</b>                              | 31                      | 31                   | 100.00                | 0.00                      | 0.00                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 270                     | 256                  | 94.81                 | 5.19                      | 10.55                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 70                      | 65                   | 92.86                 | 7.14                      | 4.62                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 15.63          | 12.79          | 15.63            | 17.3             | 28.5          | 29.47         |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 93               | 86            | 92.47          | 7.53               | 12.79                   |
| <b>Female</b>  | 46               | 41            | 89.13          | 10.87              | 9.76                    |
| <b>Male</b>  | 47               | 45            | 95.74          | 4.26               | 15.56                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 12               | 12            | 100            | 0                  | 16.67                   |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 24               | 24            | 100            | 0                  | 20.83                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 49               | 42            | 85.71          | 14.29              | 9.52                    |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 86               | 79            | 91.86          | 8.14               | 11.39                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 20               | 19            | 95             | 5                  | 0                       |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7     | 57                               | 84   | 57  | 57  | 57                          |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

##### Parent/Family Involvement

The Board of Trustees recognizes that parents and guardians are our children's first and most influential teachers. The Board honors the reciprocal responsibility which exists between the home and the school in the education of children. For this reason, continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents and guardians can directly affect academic success by reinforcing students' motivation and commitment to education. Parents and guardians are strongly encouraged to communicate with school personnel so the home and school are reinforcing the same goals and values the parents have set for their children. The Oroville City Elementary School District shall include parent involvement strategies as a component of instructional planning for all programs. Teachers, parents, and guardians can better understand and meet student needs if they work together. All school programs have a duty to communicate frequently with the home and to help parents and guardians develop skills and family management techniques which support classroom learning. School staff will keep parents informed about school expectations. The parents will be informed regarding how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

**Back to School Night/Orientation:** This is an opportunity for parents to meet teachers and be introduced to curriculum and classroom procedures. Everyone meets in the cafeteria to enjoy being welcomed by the principal then parents and students get their first period teacher assignment. Families are invited to meet and greet teachers at their classrooms. Refreshments help cap off the evening.

**Open House/Multicultural Night:** This is a celebration of student work and accomplishments. Teachers are available to talk with parents. The Central/Ishi Band performs and the Parent Club provides refreshments. In addition community organizations are present for parents to take advantage of supports that they offer. A free BBQ takes place as well.

**Parent Club:** Believing that education requires a shared active commitment, the Parent Club is the bridge to link students, teachers, school, and community members to produce knowledgeable, responsible, productive citizens who are motivated to continue learning. This is a parent initiated and maintained organization with more than a sixty-year history. All parents are members of the Parent Club. All it takes to participate is getting involved. Please come to a meeting, donate a few hours of

## 2022-23 Opportunities for Parental Involvement

time, or donate goods or services. The Parent Club helps with many of the functions that occur throughout the year. Refreshments for Back-to-School Night, Open House, and Portfolio Days are provided by the Parent Club. Help is also given at special student events during the year such as dances and the end of semester activities. The focus of the Parent Club is on our students. We want to ensure that the time they spend at SC is rewarding. Please come and be a part of this phase in your child's life. Please take a few minutes to complete the volunteer sheet that is distributed at the beginning of the school year and let the Parent Club know how you are willing to help. The Parent Club meets monthly. Meeting dates and times will be announced.

School Site Council: When the School Improvement Program (SIP) and the School-based Coordinated Program (SBCP) were established, they were envisioned as ways to increase school-wide effectiveness, improve student achievement, and better prepare students to be productive workers and responsible citizens. One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The School Site Council (SSC) was selected to be the vehicle by which the school community would join to chart the school's path to involvement. The SSC is uniquely suited to carry out these functions since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents and students, it provides a forum for all of the major players in the school to come together to identify common goals and established a plan to achieve these goals. The SSC is not limited to using the supplemental resources as merely a source of money to be used to meet the demands of the moment or to purchase a single fixed solution. Instead, it should establish and maintain a vision of the skills and knowledge students will need to be competitive in a modern economy and use the available supplemental resources, along with the existing base resources of the school, to make this vision possible for all students. The school's improvement effort is coordinated with the district's effort to upgrade curriculum offerings and quality of instruction in order that both the school and the district become part of an integrated improvement project.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group  | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| <b>All Students</b>                                  | 362                   | 348                                     | 191                       | 54.9                     |
| <b>Female</b>  | 167                   | 161                                     | 86                        | 53.4                     |
| <b>Male</b>  | 195                   | 187                                     | 105                       | 56.1                     |
| <b>American Indian or Alaska Native</b>              | 7                     | 6                                       | 6                         | 100.0                    |
| <b>Asian</b>   | 53                    | 53                                      | 8                         | 15.1                     |
| <b>Black or African American</b>                     | 10                    | 10                                      | 7                         | 70.0                     |
| <b>Filipino</b>                                      | 0                     | 0                                       | 0                         | 0.0                      |
| <b>Hispanic or Latino</b>                            | 76                    | 73                                      | 48                        | 65.8                     |
| <b>Native Hawaiian or Pacific Islander</b>           | 1                     | 1                                       | 1                         | 100.0                    |
| <b>Two or More Races</b>                             | 42                    | 40                                      | 26                        | 65.0                     |
| <b>White</b>   | 171                   | 163                                     | 95                        | 58.3                     |
| <b>English Learners</b>                              | 40                    | 40                                      | 14                        | 35.0                     |
| <b>Foster Youth</b>                                  | 11                    | 8                                       | 6                         | 75.0                     |
| <b>Homeless</b>                                      | 13                    | 10                                      | 8                         | 80.0                     |
| <b>Socioeconomically Disadvantaged</b>               | 327                   | 314                                     | 174                       | 55.4                     |
| <b>Students Receiving Migrant Education Services</b> | 0                     | 0                                       | 0                         | 0.0                      |
| <b>Students with Disabilities</b>                    | 83                    | 79                                      | 50                        | 63.3                     |

## C. Engagement

### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 11.68          | 7.62             | 2.45          |
| Expulsions  | 0.00           | 0.07             | 0.05          |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.51           | 18.23          | 0.98             | 8.35             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.55           | 0.00             | 0.07             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 18.23            | 0.55            |
| Female  | 19.76            | 0.60            |
| Male  | 16.92            | 0.51            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 1.89             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 10.53            | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 11.90            | 0.00            |
| White   | 26.32            | 0.58            |
| English Learners                              | 5.00             | 0.00            |
| Foster Youth                                  | 18.18            | 0.00            |
| Homeless                                      | 30.77            | 7.69            |
| Socioeconomically Disadvantaged               | 18.35            | 0.61            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 14.46            | 1.20            |

## 2022-23 School Safety Plan

Oroville City Elementary School District has a comprehensive safety plan, which is reviewed and updated annually in January with the School Site Councils. Teachers have input into the process, and as revisions are made, students and staff are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to the crisis, and recovery. Specific steps for responding to a variety of possible crises are included in the plan. Monthly drills are held to teach and reinforce procedures for fire, earthquake, and lockdown. Safety meetings are held monthly as well, to document any safety issues and their resolution.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28                 | 1                                    | 9                                     |                                     |
| Mathematics           | 26                 | 2                                    | 8                                     |                                     |
| Science               | 27                 |                                      | 10                                    |                                     |
| Social Science        | 27                 | 2                                    | 8                                     |                                     |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22                 | 4                                    | 5                                     |                                     |
| Mathematics           | 22                 | 4                                    | 5                                     |                                     |
| Science               | 23                 | 6                                    | 3                                     |                                     |
| Social Science        | 21                 | 5                                    | 5                                     |                                     |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 16                 | 9                                    | 2                                     |                                     |
| Mathematics           | 18                 | 7                                    | 3                                     |                                     |
| Science               | 23                 | 3                                    | 4                                     |                                     |
| Social Science        | 23                 | 4                                    | 3                                     |                                     |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 310   |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 0.4                              |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 0.3                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 7516                         | 1831                                | 5684                                  | 66638                  |
| District                                      | N/A                          | N/A                                 | 6102                                  | \$77,662               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -7.1                                  | -15.3                  |
| State   | N/A                          | N/A                                 | \$6,594                               | \$84,612               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -14.8                                 | -23.8                  |

## 2021-22 Types of Services Funded

Students of The Studios @ Central receives support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, resource specialist, teachers and aides, speech and hearing specialist, library aide, and an instrumental music teacher. We share some of these services with other schools in the district. Safety is a priority and four noon duty supervisors are funded with this money. The School also has an SRO as well as trained SEL teachers.



## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$49,988        | \$51,591                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$77,608        | \$79,620                                     |
| <b>Highest Teacher Salary</b>                        | \$95,707        | \$104,866                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$105,484       | \$131,473                                    |
| <b>Average Principal Salary (Middle)</b>             | \$115,216       | \$135,064                                    |
| <b>Average Principal Salary (High)</b>               |                 | \$137,679                                    |
| <b>Superintendent Salary</b>                         | \$170,625       | \$205,661                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 31%             | 33%  |
| <b>Percent of Budget for Administrative Salaries</b> | 4%              | 6%   |

## Professional Development

The primary focus for teachers and staff from The Studios @ Central for the last three years has revolved around new adoptions, technology, Common Core implementation, ELD, and Trauma sensitive schools. Three years ago The Studios @ Central added SEL to its repertoire. Teachers and staff alike receive at least (7) 2+ hour trainings each school year. Many staff and teachers choose to attend many more training's, voluntarily, throughout the school year and summer months. In addition, concepts and new ideas are shared during staff meetings and collaboration time. When the training's relate to implementation of new programs teachers are coached through peer coaching techniques, teacher-principal meetings and data analysis.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 4+      | 11      |         |