Colony Oak Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Colony Oak Elementary School
Street	22241 Murphy Road
City, State, Zip	Ripon, CA 95366-9706
Phone Number	(209) 599-7145
Principal	Kimberly Ott
Email Address	kott@riponusd.net
School Website	https://www.colonyoak.com
Grade Span	K-8
County-District-School (CDS) Code	39686506109284

2024-25 District Contact Information

District Name	Ripon Unified School District
Phone Number	(209) 599-2131
Superintendent	Dr. Ziggy Robeson
Email Address	zrobeson@riponusd.net
District Website	www.riponusd.net

2024-25 School Description and Mission Statement

Colony Oak Elementary School serves 448 students in grades K-8, with two classes at each grade level and one classroom where Tier III services are provided. Tier II services are provided in two learning centers. During the modernization in 2018, classroom buildings and the library were replaced and two science labs were added.

Colony Oak students are 52.94% White, 30.77% Hispanic, 3.85% Asian, .23% Black/African American, .45% Pacific Islander, .23% American Indian/Alaskan Native, .23% Filipino, and 11.31% Multiple Race/ethnicity (all info pulled from Aeries). The Colony Oak student body consists of approximately 6.5% English Learners, 17.4% socioeconomically disadvantaged, and 13.1% special education.

2024-25 School Description and Mission Statement

Colony Oak has 21 full time teachers and 6 itinerant staff members providing PE, Band, music, Spanish, and Special Education services. There is one full time counselor and one part-time school psychologist. Classified positions include twelve instructional aides providing services with RTI, speech, PE, and individualized support services in classrooms, as needed. Full time Classified positions include two full time custodians, two full time secretaries and one full time library clerk. Ripon Unified School District has five elementary schools, one comprehensive high school and one continuation high school that operates on a traditional instructional calendar. All TK-8 instruction is provided in self-contained classrooms where students receive instruction from one homeroom teacher. Beginning in 4th grade, students are given the opportunity to receive special instruction in band or orchestra from a district music teacher. Students in grades 1-4 receive general music instruction. All students in grades 4-8 receive physical education instruction from a credentialed PE teacher 2-3 times each week. Students in grades 5-8 receive Spanish instruction twice per week. Colony Oak has a very active Parent Faculty Club (PFC) whose members work to provide opportunities for students. There is a School Site Council (SSC), English Learner Advisory Committee (ELAC), Leadership Team and Student Study Team.

Vision: In partnership with our families and the community we will prepare students to become responsible members of society and lifelong learners.

Mission: The mission of Colony Oak Elementary is to provide a high-quality education in a safe, respectful, and inclusive environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	45
Grade 2	49
Grade 3	52
Grade 4	48
Grade 5	58
Grade 6	51
Grade 7	44
Grade 8	53
Total Enrollment	443

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.2
Asian	4.3
Black or African American	0.2
Filipino	0.9
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.1
White	57.3
English Learners	6.5
Foster Youth	0.5
Homeless	1.4
Socioeconomically Disadvantaged	17.4
Students with Disabilities	12.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	75.46	175.80	88.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.50	1.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.30	3.71	12115.80	4.41
Unknown/Incomplete/NA	5.30	24.50	12.20	6.17	18854.30	6.86
Total Teaching Positions	21.80	100.00	197.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	81.28	184.40	87.72	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.36	5.40	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.70	2.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.70	3.22	11953.10	4.28
Unknown/Incomplete/NA	2.00	9.36	8.80	4.20	15831.90	5.67
Total Teaching Positions	21.30	100.00	210.20	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.10	94.78	180.70	88.07	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	2.23	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.22	6.50	3.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	4.30	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	4.50	2.20	14303.80	5.15
Total Teaching Positions	19.10	100.00	205.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.70	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There is no insufficiency of textbooks. All students have access to required books and materials.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 K-5: CA Wonders 6-8: CA Study Sync Frog Street; 2023 TK	Yes	0
Mathematics	McGraw-Hill Education; 2014 K-2: My Math Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus Frog Street; 2023 TK	Yes	0
Science	Amplify K-8 Frog Street; 2023 TK	Yes	0
History-Social Science	Studies Weekly; 2024 K-5 Frog Street; 2023 TK	Yes	0

	Glencoe McGraw-Hill; 2007 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWII		
Health	Too Good For Drugs		0

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

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] 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	59	57	54	46	47
Mathematics (grades 3-8 and 11)	45	53	41	41	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	303	100.00	0.00	58.75
Female	150	150	100.00	0.00	64.00
Male	153	153	100.00	0.00	53.59
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	52.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	78.57
White	185	185	100.00	0.00	60.54
English Learners	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	66	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	17.78

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	303	100.00	0.00	53.14
Female	150	150	100.00	0.00	54.00
Male	153	153	100.00	0.00	52.29
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	35.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	185	185	100.00	0.00	61.08
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	66	100.00	0.00	34.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	15.56

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.70	48.11	42.73	45.95	30.29	30.73

2023-24 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
All Students	108	108	100.00	0.00	48.15
Female	51	51	100.00	0.00	47.06
Male	57	57	100.00	0.00	49.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	33	100.00	0.00	30.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	59.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	10.00

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.

2023-24 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.   The administration of the PFT requires only participation results 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	97.8	100

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.

2024-25 Opportunities for Parental Involvement

Colony Oak parents are encouraged to become members of the Parent Faculty Club (PFC). PFC members attend meetings and provide many student activities and events. Volunteers are highly valued at Colony Oak and the hope is that parents will volunteer their time or share their ideas for making our programs the best. The Colony Oak website, phone calls, emails, Instagram, Remind, and Class Dojo are used to communicate with parents of Colony Oak students.

Other opportunities for parents to become involved at Colony Oak are:
School Site Council (SSC)
English Learner Advisory Council (ELAC)
Parent Advisory Committee (PAC)

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	452	19	4.2
Female	233	227	15	6.6
Male	225	225	4	1.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	141	10	7.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	0	0.0
White	258	256	8	3.1
English Learners	37	36	3	8.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	109	106	14	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	67	1	1.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.63	1.95	1.53	1.78	1.71	1.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.09	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.53	0.00
Female	0.43	0.00
Male	2.67	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.26	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.78	0.00
English Learners	2.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.99	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Colony Oak School Safety Plan is available for review in the school office. The safety plan is updated and reviewed annually by staff, the School Site Council, and the ELAC. The updated Safety Plan was reviewed and approved on December 5, 2023 and will be reviewed and renewed again in early 2025. Procedures are in place for students and staff at Colony Oak to

2024-25 School Safety Plan

follow in case of an emergency. Fire drills are conducted monthly and containment preparedness drills and disaster drills are conducted periodically throughout the school year. The following procedures keep Colony Oak students in a safe school environment before, during, and after school. Staff members provide supervision for students before school and after school as well at recess and lunch times. Visitors and parents are required to register in the office before entering the grounds of the school or classrooms.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	25		2	
2	23		2	
3	24		2	
4	25		2	
5	23		2	
6	25		2	
Other	28		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	24		2	
2	24		2	
3	22		2	
4	24		2	
5	24		2	
6	22		2	
Other	27		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	23		2	
2	27		2	
3	27		2	
4	24		2	
5	25		2	
6	24		2	
Other	24		4	

2023-24 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	1:443

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$12,706.98	$3,834.16	$8,872.82	$69,519.52
District	N/A	N/A	$9,205.37	$79,000
Percent Difference - School Site and District	N/A	N/A	-3.7	-12.8
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-19.3	-23.1

Fiscal Year 2023-24 Types of Services Funded

Programs and supplemental services are provided to the students of Colony Oak Elementary School through the use of site and district funds. Students participate in band, elementary music, Spanish language classes, artists in schools, and STEAM enhancements. Special education services are offered through the learning centers and a Tier III classroom. Support for English Learners and afterschool tutoring are also provided.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$53,544	$54,930
Mid-Range Teacher Salary	$77,357	$85,386
Highest Teacher Salary	$104,252	$111,172
Average Principal Salary (Elementary)	$139,594	$136,564
Average Principal Salary (Middle)	$0	$141,339
Average Principal Salary (High)	$142,600	$153,241
Superintendent Salary	$225,000	$224,537
Percent of Budget for Teacher Salaries	30.63	28.69
Percent of Budget for Administrative Salaries	4.8	5.55

Professional Development

Colony Oak Elementary School teachers participate in district and site collaboration meetings throughout the school year in order to set goals, review pedagogy and practices, and monitor student progress. They also attend staff development days

Professional Development

where they participate in professional learning opportunities that include math training provided by the San Joaquin County Office of Education, training for Heggerty, EB Academics, Learning Without Tears, and Studies Weekly. Teachers attend workshops and conferences and return to share and model what was learned for other Colony Oak teachers.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5