Oakdale Heights Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Oakdale Heights Elementary School
Street	2255 Las Plumas Ave.
City, State, Zip	Oroville, CA 95966
Phone Number	530 -532-3004
Principal	John Bettencourt
Email Address	jbettencourt@ocesd.net
Website	http://ocesdca.apptegy.us/o/oakdale-heights-elementary
County-District-School (CDS) Code	04615076003255

Entity	Contact Information
District Name	Oroville City Elementary School Disrtict
Phone Number	(530) 532-3000
Superintendent	Dr. Spencer Holtom
Email Address	sholtom@ocesd.net
Website	http://ocesdca.apptegy.us/o/ocesd

School Description and Mission Statement (School Year 2019-20)

Welcome to Oakdale Heights Elementary School. Our school community includes a highly skilled and dedicated staff. Our staff is guided by the following principles.
1. Maintain a safe and orderly learning environment.
2. Continually strengthen academic instruction and programs.
3. Maintain and strengthen communication between home, school, and community.

We believe communication between home and school is critical to the success of our students. In an effort to keep families informed we have developed the parent handbook. In addition, we have implemented the Parent Portal tool in ARIES for grades 4 and 5 where parents can view student progress throughout the year, online. We encourage families to contact the school with any questions, suggestions, or concerns that you may have at any time. Give us a call or make an appointment to see us. We recommend you contact your student's teacher directly with questions pertaining to the classroom. Questions regarding arrival, dismissal, playground, and school-wide behavior expectations may be directed to the office or classroom teacher.

Our mission, as a community, is to inspire an excitement for learning in a safe and nurturing environment where students can achieve personal success in their learning and become respectful, responsible, and productive citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	55
Grade 2	55
Grade 3	50
Grade 4	52
Grade 5	51
Total Enrollment	322

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	3.1
Asian	11.8
Filipino	0.3
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.3
White	48.8
Two or More Races	13
Socioeconomically Disadvantaged	87.6
English Learners	8.4
Students with Disabilities	15.2
Foster Youth	1.2
Homeless	3.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	17	17	120
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 8/2019

The district has adopted the most current SBE-adopted materials in English language Arts and mathematics for the 2017/18 school year. This will be Oakdale's second year of implementing Everyday Math, and first year implementing Wonders.The district is also moving in the direction of a new NGSS aligned science curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders	Yes	0
Mathematics	Everyday Mathematics	Yes	0
Science	Houghton Mifflin California Science	Yes	0
History-Social Science	Reflections	Yes	0
Health	Health and Fitness	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The staff at Oakdale, and the district, work hard to ensure that the site facilities are clean, safe, and in good repair. The overall rating on the latest FIT report was an exemplary. Monthly safety meetings are held, and maintenance staff always responds to needs in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	18	20	32	36	50	50
Mathematics (grades 3-8 and 11)	15	17	25	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	155	96.88	3.12	20.00
Male	95	92	96.84	3.16	19.57
Female	65	63	96.92	3.08	20.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	17	16	94.12	5.88	50.00
Filipino					
Hispanic or Latino	33	31	93.94	6.06	19.35
Native Hawaiian or Pacific Islander					
White	80	78	97.50	2.50	15.38
Two or More Races	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	150	145	96.67	3.33	19.31
English Learners	19	19	100.00	0.00	31.58
Students with Disabilities	33	30	90.91	9.09	6.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	156	96.89	3.11	16.67
Male	95	92	96.84	3.16	19.57
Female	66	64	96.97	3.03	12.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	31.25
Filipino					
Hispanic or Latino	34	32	94.12	5.88	15.63
Native Hawaiian or Pacific Islander					
White	80	78	97.50	2.50	15.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	151	146	96.69	3.31	15.75
English Learners	19	19	100.00	0.00	31.58
Students with Disabilities	33	30	90.91	9.09	3.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.4	23.4	14.9

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Board of Trustees recognizes that parents and guardians are 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.

Parents at Oakdale have many opportunities to participate in school activities. Parents serve on the School Site Council, English Language Advisory Committee, and the LCAP committee. Parents also volunteer in the classrooms, participate in the PTO and activities provided by the PTO for students. Other opportunities for parent participation are back to school night, open house/Art show, family game night and our monthly walk to school celebrations. At the end of the first trimester, parents are asked to attend parent-teacher conferences where parents and teachers can partner together to discuss student progress and how to best meet the individual needs of their children.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	11.0	13.2	11.9	10.8	11.6	10.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Oakdale Heights has a comprehensive safety plan, which is reviewed and updated annually with the School Site Council. Teachers have input into the process, and as revisions are made, students are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to a crisis, and recovery. Specific steps for responding to a variety of possible crises is included in the plan, as well as in a flip-chart posted near the door of each classroom for quick reference.

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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		19	2	2		19	2	2	
1	23		2		23		2		22		1	
2	24		2		23		2		23		3	
3	23		3		23		2		24		2	
4	28		2		27		2		25		2	
5	19	1	2		21	1	2		19	1	2	
6	23	1	1									
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1610.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,114	1,866	6,248	84334
District	N/A	N/A	6,131	$78,338.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	1.9	6.3
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-13.1	8.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Students at Central Middle School receive support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, resource specialist teacher and aides, speech and hearing specialist, and library aide. We share some of these services with other schools in the district. Safety is a priority and 3 noon duty supervisors are funded with this money.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,008	$49,378
Mid-Range Teacher Salary	$76,086	$77,190
Highest Teacher Salary	$92,810	$96,607
Average Principal Salary (Elementary)	$97,573	$122,074
Average Principal Salary (Middle)	$104,747	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$172,024	$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Staff development is provided throughout the year according to statute, and as determined by the needs of the district and the site. Our focus for the 2018-2019 school year will be on the continuing development of Professional Learning Communities. We participate in district-wide training on ELA standards and Math standards. In addition, in-service and demonstration lessons have been provided to assist us in raising the achievement and meeting the needs of our second language learners. We are also implementing the foundations of the Nurtured Heart Approach Approach, Trauma Based Learning theories, and PBIS.