

# **Oak Hill Elementary**

## **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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Oak Hill Elementary
<b>Street</b>	3909 North Loop Blvd.
<b>City, State, Zip</b>	Antelope, CA, 95843
<b>Phone Number</b>	(916) 338-6460
<b>Principal</b>	Patty Spore
<b>Email Address</b>	pspore@centerusd.org
<b>Website</b>	www.centerusd.org
<b>County-District-School (CDS) Code</b>	34 73973 6107734

Entity	Contact Information
<b>District Name</b>	Center Joint Unified School District
<b>Phone Number</b>	(916) 338-6411
<b>Superintendent</b>	Scott Loehr
<b>Email Address</b>	superintendentsoffice@centerusd.org
<b>Website</b>	www.centerusd.org

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

Oak Hill Elementary is a school of approximately 710 students in grades TK-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. In keeping with the District LCAP goal students at Oak Hill Elementary School will be challenged and supported to achieve academic success in a clean, safe environment. Oak Hill Elementary School provides Title 1 intervention for students in grades 1st-6th in English/Language Arts and Math. In grades 4-6, GATE students are given the opportunity to attend after school challenge activities. This year GATE students were able to create videos for the SEVA Awards and participate in the Nature Bowl. Oak Hill Elementary supports the English Learners with a certificated teacher and two instructional assistants. For those English Learners that have been in the school system for more than 5 years, Oak Hill Elementary provides extra support during the school hours.

Students are encouraged to participate in many extra-curricular activities that build their sense of belonging. Programs offered at Oak Hill Elementary School include Yearbook Club, Garden Club, Safe School Ambassadors, Spirit Squad, Tech Club, Student Council, and Green Beret. Our Green Beret program is designed to teach students how to solve conflict peacefully. Students in the 5th grade go through a one day training to learn skills such as listening, using "I" messages, and understanding body language. Selected students act as "Green Beret" conflict managers who assist students in solving conflicts.

Oak Hill Elementary School's Mission Statement reads: It is our Mission at Oak Hill Elementary to empower ALL students to achieve their full potential.

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

Grade Level	Number of Students
<b>Kindergarten</b>	124
<b>Grade 1</b>	87
<b>Grade 2</b>	102
<b>Grade 3</b>	106
<b>Grade 4</b>	100
<b>Grade 5</b>	94
<b>Grade 6</b>	125
<b>Total Enrollment</b>	738

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	0.8
Asian	4.6
Filipino	2.7
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	1.4
White	43.9
Two or More Races	10.2
Socioeconomically Disadvantaged	59.2
English Learners	21.5
Students with Disabilities	10
Foster Youth	0.5
Homeless	4.1

## 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	33	34	35	217
Without Full Credential	1	0	0	1
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	1	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:** January 2018

All textbooks used in the core curriculum at Oak Hill Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders,	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0%
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Oak Hill Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 81.33%, Fair.

### 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:** October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Ceiling tiles stained/dirty; ceiling tiles missing; light covers missing/cracked; bad carpet seam; wall patch needs taping; light fixtures needing bulbs; hole in wall; carpet stripe needed; hole in counter-top, blinds need replacing; door drags on concrete; carpet stains; water heater leaking
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Items in front of electrical panels
<b>Electrical:</b> Electrical	Fair	GFI's need to be installed near sinks
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Aerator needed in faucet; faucet drip; faucet loose; stainless steel bracket at floor is broken; partitions are scratched due to graffiti; some painting needed
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Stairs by stage blocked by cooler; back stairwell filled with items
<b>Structural:</b> Structural Damage, Roofs	Fair	Ramps need painting; door damaged and needs to be replaced; sheet-rock scraped, dry rot; skirting needs replacing
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Door handle & closures need repaired; some doors drag; Doorstops needing new rubber; fence section needs replacing
<b>Overall Rating</b>	Fair	

## 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)	44	47	45	49	50	50
Mathematics (grades 3-8 and 11)	32	34	31	33	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	437	426	97.48	2.52	47.29
Male	246	238	96.75	3.25	43.88
Female	191	188	98.43	1.57	51.60
Black or African American	50	47	94.00	6.00	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	42.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	200	194	97.00	3.00	53.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	51	49	96.08	3.92	42.86
Socioeconomically Disadvantaged	288	278	96.53	3.47	38.99
English Learners	125	120	96.00	4.00	44.17
Students with Disabilities	56	52	92.86	7.14	9.62
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	24	21	87.50	12.50	33.33

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	437	430	98.40	1.60	33.95
Male	246	240	97.56	2.44	36.25
Female	191	190	99.48	0.52	31.05
Black or African American	50	47	94.00	6.00	10.64
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	52.63
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	29.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	200	198	99.00	1.00	41.41
Two or More Races	51	49	96.08	3.92	26.53
Socioeconomically Disadvantaged	288	283	98.26	1.74	27.21
English Learners	125	124	99.20	0.80	30.65
Students with Disabilities	56	52	92.86	7.14	13.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	24	22	91.67	8.33	31.82

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	24.0	24.0	15.0

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)

Goal 3 of the Center JUSD LCAP states that "students and families will be engaged and informed regarding the educational process and opportunities." Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents are informed of upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and the school website.

Oak Hill Elementary School has an active PTA providing many opportunities for students and parents to participate in activities outside of the school day, as well as during the school day. Parents may contact any PTA board member at (916) 338-6460 for more information on how to become involved in their child's learning environment. Parents are encouraged to join any of our parent groups which include PTA, School Site Council, English Learner Advisory Council, and District English Learner Advisory Council.

### 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	4.5	4.8	5.0	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in February 2019 and discussed with the school staff in March 2019.

## 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	23	1	5		24		5		25	1	4	
1	23		5		22		5		22		4	
2	24		4		23		5		20	3	2	
3	26		4		23	1	3		21	1	4	
4	29		4		24		4		25		4	
5	32		4		30		4		24		4	
6	24	1	4		31		3	1	31		4	
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*	1476.0

\*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	3.0

\*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.

## 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	4588	340	4248	\$72,836
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-40.1	-0.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-50.6	2.0

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)

Oak Hill is committed to supporting all students in the areas of academics, behavior, and social-emotional development.

### Academics:

- Reduced Class Size TK-3
- Grade Level Rotation during ELA
- Title 1 pull out for ELA and Math
- In class workshop/small group time
- SMART Goals (Specific, Measurable, Attainable, Results based, Time bound)
- Parent Communication (emails, auto-dialer messages, phone calls, personal parent meetings, written communication, Homelink, marque)
- Staff development
- Staff Collaboration
- Little Library
- ELL Homework Club
- Mathematicians after school workshop

### Behavior:

- PBIS School (Positive Behavior Intervention and Supports)
- Tier 1 incentives: Otter Dollars, Lunch room drawings, Otter Day recognition, Behavior Specific phrases, Green Beret peer mediation,
- Tier 2: Check-in, Check-out, Title 1 counseling 2 days per week,

### After School Clubs:

- GATE
- Friendship Rocks
- Spirit Squad
- Tech Team
- Student Council
- Garden Club
- Otter Outlook Production Club
- Yearbook Club

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	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)

Decisions concerning the selection of staff development topics are performed by the Curriculum and Instruction office, the site administration, and site staff. These decisions are based on state assessment results, data analysis and teacher input.

Weekly collaboration time is used to allow teachers to review and discuss student work samples. Teachers are then able to discuss teaching strategies that they may implement to improve student learning in their classrooms. A portion of the weekly collaboration time is used for the Cadre teachers to share out what they have learned at the district and for teachers to practice those strategies.

During the 2017-2018 school year, teachers and staff attended trainings provided by Center Joint Unified School District: Utilizing the Wonders ELA curriculum to address Common Core State Standards.

Paraeducator Training

Using and Scoring CAASPP Interim Brief Writes (in Collaboration with Sacramento County Office of Education)

Calibrating Rubrics

PBIS Training (through Placer County Office of Education)

During the 2018-2019 school year, Oak Hill teachers attended the following professional development provided by Center Joint Unified School District:

Wonders Cadre

Math Cadre

Pro-Act Training

PBIS Training (through Placer County Office of Education)

PLC Implementation (Book Study of: Learning by Doing)

Wonderworks training

During the 2019-2020 school year, Oak Hill teachers and staff attended the following professional development provided by Center Joint Unified School District or through Site funded activities :

Math Cadre 1 and 2

ELA Cadre 1 and 2

Para-educator Training

Pro-Act Training

PBIS Training (through Placer County Office of Education)

Math Professional Development for 4th and 5th grade teachers.

PLC Training

Attendance Training (through Sacramento County Office of Education)