Oakhurst 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	Oakhurst Elementary School
Street	49495 School Road
City, State, Zip	Oakhurst, CA 93644
Phone Number	559.642.1580
Principal	Kathleen Murphy
Email Address	kmurphy@basslakesd.org
Website	www.basslakeschooldistrict.com
County-District-School (CDS) Code	20651856024087

Entity	Contact Information
District Name	Bass Lake Joint Union Elementary
Phone Number	559.642.1555
Superintendent	Randall Seals
Email Address	rseals@basslakesd.org
Website	http://www.basslakeschooldistrict.com/

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

Oakhurst Elementary School, a school-wide Title I school, is one of four schools that make up Bass Lake Joint Union Elementary School District. It is a rural school, located in the foothills of the Eastern Sierra Nevada Mountains, in the unincorporated town of Oakhurst, California…the Gateway to Yosemite National Park.

Oakhurst Elementary has an enrollment of 400 students. The school serves Kindergarten through Fifth grade students with a staff of 17 regular education classroom teachers, a resource specialist, a reading specialist, a full-time school psychologist/counselor, two part-time Response to Intervention (RtI) reading lab instructional assistants, and an office staff consisting of an office manager, one office clerk, and a principal. Oakhurst Elementary employs a part-time library media paraprofessional. The services of a Speech and Language teacher and the school nurse are contracted through the Madera County Office of Education. The ethnic makeup of the student body is 72% White, 18% Hispanic, 6% American Indian and 4% other groups. Approximately 64% of the students participate in the federally funded Free and Reduced Lunch program. The 1999/2000 CBED data identified OES as a school-wide Title I school.

Oakhurst Elementary School offers reading labs, replicated after the Response to Intervention Model, in which students in Grades 1-5 receive an in-school reading intervention pull-out program in the Tier II or Tier III reading lab, four days per week. Students identified for Tier II reading lab work with the school's Reading Specialist. Those identified for Tier III reading lab need more intensive instruction and work with the school's Resource Specialist. A variety of assessments are used to monitor student progress. This data drives the instructional program in the classroom in which teachers can provide differentiation of instruction to meet the needs of their diverse learners.

The following highlights what makes Oakhurst Elementary School unique:

- A caring, dedicated and professional student-centered staff
- A student body willing to do their best and take responsibility for their learning
- A SILVER Medal Recognition School with Positive Behavior Intervention Support (PBIS)
- Dynamic differentiated instruction aligned to California Common Core Standards
- Site staff development and grade level planning time
- School-wide emphasis on literacy and numeracy to meet the needs of our diverse learners
- On-going classroom assessment to monitor student progress and achievement
- Integration of technology into all curricular areas; all students are 1:1 with a chrome book

- A full-service reading lab, modeled after Response to Intervention (RtI), providing reading intervention support for students in Grades 1-5
- Regular student study team meetings and interventions
- A full-time counselor/psychologist
- A K-2 choral music program
- Physical Education Program
- K-Kids Leadership Program (Grade 5 only)
- After-school Eagle Academy Program
- After-school Homework Club (3 days per week)
- An Active Parent/Teacher Club
- Family Movie Nights
- Annual Back-to-School Night
- Annual Open House and BBQ with Scholastic Book Fair
- Annual Holiday and Variety Shows

Where Eagles Soar with Pride Galore...We are the Oakhurst Elementary School Eagles who soar above the crowd. We do our best when we're at school which makes us all feel proud. At OES, young eaglets are appreciated for their unique strengths and nurtured in a safe environment. Our goal is to develop responsible life-long learners who are positive examples for all future fledglings.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	58
Grade 2	70
Grade 3	65
Grade 4	59
Grade 5	72
Total Enrollment	397

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	4
Asian	1.8
Filipino	0.8
Hispanic or Latino	25.7
White	64.2
Two or More Races	2.8
Socioeconomically Disadvantaged	71
English Learners	13.1
Students with Disabilities	3
Foster Youth	0.5
Homeless	4.3

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	19	19	18	43
Without Full Credential	0	0	1	2
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	0	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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California "Wonders" Reading Program	Yes	0%
Mathematics	Eureka Math - California (K-5) and My Math (Grades 4 & 5)	Yes	0%
Science	Scott Foresman Series (K-5)	No	0%
History-Social Science	Houghton-Mifflin K-5 History/Social Science Series	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The school meets the criterion of Good Overall Rating (90 - 100%). Overall school rating is Exemplary.

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: June, 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	
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)	54	49	45	43	50	50
Mathematics (grades 3-8 and 11)	42	37	38	35	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	200	197	98.50	1.50	48.73
Male	101	100	99.01	0.99	45.00
Female	99	97	97.98	2.02	52.58
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	53	96.36	3.64	33.96
Native Hawaiian or Pacific Islander					
White	123	123	100.00	0.00	56.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	140	137	97.86	2.14	43.07
English Learners	32	32	100.00	0.00	31.25
Students with Disabilities	20	20	100.00	0.00	5.00
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	200	197	98.50	1.50	37.06
Male	101	100	99.01	0.99	43.00
Female	99	97	97.98	2.02	30.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	53	96.36	3.64	30.19
Native Hawaiian or Pacific Islander					
White	123	123	100.00	0.00	41.46
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	140	137	97.86	2.14	32.12
English Learners	32	32	100.00	0.00	25.00
Students with Disabilities	20	20	100.00	0.00	5.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	10.0	22.9	47.1

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)

Oakhurst Elementary School provides a variety of ways to keep parents informed about school activities, events and news to include monthly principal newsletter (principal message, parent newsletter, menu, monthly calendar of events), classroom newsletters, Blackboard Connect Robo-call system, Classroom Dojo program, PTC facebook page, email, parent conferences, and student report cards and progress reports. The District also employs a Bilingual liaison who works at each site to provide assistance in parent/teacher meetings and or conferences. Also, the District Bilingual Liaison provides Spanish translation for ELL families with a variety of communiqués for parents. Lastly, there are many opportunities for students and parents to get involved on campus that include

- Volunteering in the classroom
- Chaperoning field trips
- Parent/Teacher Club Member
- School Based Coordinated Council Member
- English Language Learner Advisory Committee Member
- Assistance with a variety of School events (Spirit Night, WOW Week, Family Movie Nights, Fundraising, Jog-a-thon, Scholastic Book Fair)

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	1.2	2.7	0.2	2.4	3.9	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Oakhurst Elementary School has a comprehensive and thorough School Safety Plan established by the Bass Lake Joint Union Elementary School District. This plan is reviewed annually by District and site level administrative personnel. The plan contains all mandated information.

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	25		3		23		3		24		3	
1	23		3		23		3		19	3		
2	18	3			24		3		23		3	
3	22		3		20	2	1		22		3	
4	24	1	10		27		10		26		10	
5	27		13	1	26		15		27		15	
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5

*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	9310.50	1231.29	8079.21	63626
District	N/A	N/A	8436.64	$60,765.00
Percent Difference - School Site and District	N/A	N/A	-4.3	4.6

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	7.3	-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)

The Bass Lake Joint Union Elementary School District's adopted mission statement as well as the District Local Control Accountability Plan along with Oakhurst Elementary School's School Plan for Student Achievement (SPSA) all align to drive the fiscal direction of the school. Oakhurst Elementary School is recognized as a school-wide Title I Program. Programs offered include: Breakfast and Lunch, Special Education Services, Response to Intervention (RtI) Reading Lab Program, ELL support and program, District Bilingual Liaison, Reading Specialist, Resource Specialist, Title II funding, and supplementary academic materials and resources to support the core academic program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,623	$45,252
Mid-Range Teacher Salary	$57,762	$65,210
Highest Teacher Salary	$73,759	$84,472
Average Principal Salary (Elementary)	$93,942	$107,614
Average Principal Salary (Middle)	$93,942	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$119,112	$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	7%	7%

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	4	4	4

In the 2015-2016 school year, the Bass Lake Joint Union Elementary School District's Board of Trustees approved the scheduling of early release Mondays throughout the school year to support professional development. Topics are consistent with District Local Control Accountability Plan and the school's School Plan for Student Achievement (SPSA). Specific curricular areas included in the plans are aligned to California Common Core Standards in English Language Arts and Mathematics. OES has the opportunity to select topics and presenters consistent with site goals/objectives aligned to the School Plan for Student Achievement. OES has early release Mondays each week, and monthly grade level meetings for all teachers, allowing teachers to collaborate together on a variety of topics such as data analysis, monitoring grade level goals, common core standards, planning curriculum, technology integration, effective teaching strategies as well as specific topics outlined in District plan.