

# Oak Hill Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School 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>E-mail Address</b>	pspore@centerusd.org
<b>Web Site</b>	www.centerusd.org
<b>CDS Code</b>	34 73973 6107734

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

### School Description and Mission Statement (School Year 2017-18)

Oak Hill Elementary is a school of approximately 800 students in grades TK-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academic 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 before/after school intervention for students in grades 1st-6th in English/Language Arts and for students in grades 3rd-6th in Math. In grades 4-6, our GATE and high achieving students are clustered to provide each with a challenging curriculum and stimulating interaction with their peers. The GATE students are also given the opportunity to attend after school challenge activities. 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 Photography Club, Yearbook Club, Garden Club, Safe School Ambassadors, Chess Club, 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: At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	130
<b>Grade 1</b>	125
<b>Grade 2</b>	95
<b>Grade 3</b>	104
<b>Grade 4</b>	114
<b>Grade 5</b>	126
<b>Grade 6</b>	118
<b>Total Enrollment</b>	812

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	0.7
Asian	4.2
Filipino	2.1
Hispanic or Latino	21.7
Native Hawaiian or Pacific Islander	0.9
White	50.4
Two or More Races	9.2
Socioeconomically Disadvantaged	55
English Learners	24.4
Students with Disabilities	8
Foster Youth	0.2

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	31	33	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2017-18)**

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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)

#### 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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Carpets showing wear; cabinet hinge broken; ceiling tiles missing, stained, and sagging; holes in wall; clocks missing
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Rusty vent
<b>Electrical:</b> Electrical	X			Replace camera; signs faded and missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Floor drains full of cement; light cover missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Stairs by stage blocked by cooler; back stairwell filled with storage items
<b>Structural:</b> Structural Damage, Roofs		X		Rain gutter causing rust stains on fascia; dry rot on siding; rusty grill; stained plaster; dry rot on siding; light cover needs replacement; plaster cracked
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace signs; door handle & closures need repaired; door magnet not working; elect. box over door needs a cover; lower platform is tilting

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	45	47	44	47	48	48
Mathematics (grades 3-8 and 11)	31	35	34	34	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	465	455	97.85	47.47
Male	236	233	98.73	42.92
Female	229	222	96.94	52.25
Black or African American	47	45	95.74	24.44
American Indian or Alaska Native	--	--	--	--
Asian	22	20	90.91	60
Filipino	--	--	--	--
Hispanic or Latino	109	108	99.08	42.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	227	222	97.8	54.5
Two or More Races	45	45	100	44.44
Socioeconomically Disadvantaged	274	267	97.45	41.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	137	133	97.08	48.12
Students with Disabilities	46	45	97.83	13.33

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	467	460	98.5	34.78
Male	237	234	98.73	40.6
Female	230	226	98.26	28.76
Black or African American	47	45	95.74	13.33
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	110	109	99.09	25.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	227	223	98.24	43.95
Two or More Races	46	46	100	21.74
Socioeconomically Disadvantaged	275	269	97.82	28.62
English Learners	137	136	99.27	37.5
Students with Disabilities	46	45	97.83	17.78

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	53	56	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	23.8	13.1

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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

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, the school website, and during our monthly parent information nights.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.7	3.7	4.5	5.3	9.1	7.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 2017 and discussed with the school staff in March 2017.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	80

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	27	1	3		22	1	6		23	1	5	
<b>1</b>	27		3		24		4		23		5	
<b>2</b>	27		4		26		4		24		4	
<b>3</b>	26		5		26		4		26		4	
<b>4</b>	32		3	1	31		4		29		4	
<b>5</b>	31		2	1	31		4		32		4	
<b>6</b>	30		3	1	31		3		24	1	4	
<b>Other</b>	27		1									

Number of classes indicates how many classes fall into each size category (a range of total students per class).



**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	2	N/A
Other		N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4588	340	4248	\$72,836
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-33.4	1.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-25.2	8.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2016-2017 school year, the district received categorical, special education, and support funds for:

- \* Class Size Reduction, Grades K-3
- \* Lottery: Instructional Materials
- \* Medi-Cal Billing Option
- \* Title I
- \* Title II
- \* Title III
- \* Title X, McKinney-Vento Homeless Assistance
- \* Transportation: Special Education

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

**Professional Development (Most Recent Three Years)**

In the 2015-2016 school year, new English Language Arts text books were being used. Teachers received training in after school workshops. There is continued support both on line and through the district curriculum coordinator.

A district focus is on writing. Teachers have received training on student brief writes through Sacramento County Office of Education. Teachers were given release time to hand scoring the CAASPP interim brief writes. Continued support is provided by the district curriculum coordinator.

The 2016-2017 CAASPP ELA scores for our English Language Learners showed that our English Language Learners were doing well compared to the English Speaking students. 48% of the English Language Learner sub group scored at or above "met" standards on the ELA portion of the standardized test while the School-wide achievement was approximately 45%. In order to ensure that teachers are prepared for the new ELA/ELD standards, the district provided an after school workshop for teachers on the new ELD Common Core Standards. Support is provided by the English Language Learner Teacher that is on site.