

**Oak Hill Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Kindergarten	118
Grade 1	109
Grade 2	82
Grade 3	101
Grade 4	108
Grade 5	92
Grade 6	98
Total Enrollment	708

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.3
Asian	5.4
Filipino	3
Hispanic or Latino	25.6
Native Hawaiian or Pacific Islander	1.4
White	40.5
Two or More Races	11.4
Socioeconomically Disadvantaged	58.1
English Learners	22.6
Students with Disabilities	10.2
Foster Youth	1.1
Homeless	5.6

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	34	35	33	223
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	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 Other Instructional Materials (School Year 2020-2021)

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, K-6, 2015	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Amplify 2018 -- 6th grade	Yes	0%
History-Social Science	Studies Weekly 2019 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0%

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

## School Facility Conditions and Planned Improvements

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 Good.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** June 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	HVAC not working
<b>Interior: Interior Surfaces</b>	Fair	Paint, ceiling tiles need replacing; carpet strips needed; baseboards under drinking fountain need replacing, linoleum worn, wall covering torn, diffuser missing, blinds and carpets need replacing; wall repair; flooring.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Powerwash
<b>Electrical: Electrical</b>	Good	Missing switch cover
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Paint needs to be in flammable container
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Door hardware old; cloudy windows; fencing needs fixing in areas
<b>Overall Rating</b>	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	47	N/A	49	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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, Catapult, 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	5.0	6.6	5.3	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.7	.03	
Expulsions	0.0	.0008	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 2020 and discussed with the school staff in February 2020.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		25	1	4		24	1	4	
1	22		5		22		4		22		5	
2	23		5		20	3	2		21	2	2	
3	23	1	3		21	1	4		20	4	1	
4	24		4		25		4		27		4	
5	30		4		24		4		31		3	
6	31		3	1	31		4		24		4	

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

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	\$76,842
Percent Difference - School Site and District	N/A	N/A	-40.1	-5.4
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-58.4	-3.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

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, marquee)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,563	\$47,145
<b>Mid-Range Teacher Salary</b>	\$68,571	\$74,952
<b>Highest Teacher Salary</b>	\$96,638	\$96,092
<b>Average Principal Salary (Elementary)</b>	\$112,572	\$116,716
<b>Average Principal Salary (Middle)</b>	\$109,719	\$120,813
<b>Average Principal Salary (High)</b>	\$127,807	\$131,905

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$193,553	\$192,565
Percent of Budget for Teacher Salaries	34.0	31.0
Percent of Budget for Administrative Salaries	4.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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)

