Oak Hill Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School Contact Information

School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95843
Phone Number	(916) 338-6460
Principal	Parveen Saenz
Email Address	psaenz@centerusd.org
School Website	oakhill.centerusd.org
County-District-School (CDS) Code	34 73973 6107734

2021-22 District Contact Information

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

2021-22 School Overview

Welcome to Oak Hill Elementary's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, staff, curricular programs, instructional materials, safety protocols, classroom environment, and conditions of facilities.

Oak Hill Elementary is a school of approximately 696 students in grades TK-6. It is our mission at Oak Hill elementary to empower ALL students to achieve their full potential.

To achieve our mission, Oak Hill staff will:
- Set and follow clear expectations for student behaviors and procedures by providing a positive and supportive environment.
- Foster lifelong learners who are flexible thinkers, problem solvers and active participants of society.
- Strengthen the ties, responsibility, and engagement between the students, school and local community.
- Create a strategic learning experience for all students that enables students to be lifelong learners.

Our Oak Hill Elementary staff have made the following commitments:
- We are committed to using evidence of student learning & a variety of instructional strategies to meet the needs and promote success for all students.
- We are committed to being positive and contributing members of our collaborative team.
- We are committed to a positive relationship using effective communication regarding student resources, strategies and information to help students succeed.
- We are committed to high expectations for learning, behavior and citizenship while attending to their social and emotional needs.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	98
Grade 2	111
Grade 3	83
Grade 4	99
Grade 5	100
Grade 6	93
Total Enrollment	694

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.4
Asian	6.6
Black or African American	12.8
Filipino	3.2
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	1.6
Two or More Races	12.4
White	38.6
English Learners	16.7
Foster Youth	0.3
Homeless	4.9
Socioeconomically Disadvantaged	63.8
Students with Disabilities	9.8

A. Conditions of Learning	State Priority: Basic

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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).

Year and month in which the data were collected	October 2021

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	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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.

Year and month of the most recent FIT report	October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces		X		Water stain at air register-Replace tile and check register., Carpet needs to be replaced-Scheduling carpet replacement for several rooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	193	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	90	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	53	NT	NT	NT	NT
White	145	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	NT	NT	NT	NT
Female	182	NT	NT	NT	NT
Male	193	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	50	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	90	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	53	NT	NT	NT	NT
White	145	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	20.83	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	NT	NT	NT	NT
Female	43	NT	NT	NT	NT
Male	57	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Goal 4 of the CJUSD LCAP states that "all students will benefit from improved partnerships and communication with all stakeholders." 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	742	724	159	22.0
Female	363	351	81	23.1
Male	379	373	78	20.9
American Indian or Alaska Native	3	3	1	33.3
Asian	46	46	3	6.5
Black or African American	94	93	28	30.1
Filipino	23	23	1	4.3
Hispanic or Latino	183	174	49	28.2
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	92	92	23	25.0
White	289	281	51	18.1
English Learners	120	118	25	21.2
Foster Youth	2	2	0	0.0
Homeless	44	43	21	48.8
Socioeconomically Disadvantaged	482	475	135	28.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	75	14	18.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.01	0.00	5.28	0.41	3.47	0.20
Expulsions	0.00	0.00	0.22	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.30	3.65	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	4	
1	22		4	
2	20	3	2	
3	21	1	4	
4	25		4	
5	24		4	
6	31		4	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	4	
1	22		5	
2	21	2	2	
3	20	4	1	
4	27		4	
5	31		3	
6	24		4	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	25		4	
2	22		5	
3	28		3	
4	25		4	
5	25		4	
6	31		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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	$76,724
Percent Difference - School Site and District	N/A	N/A	-40.1	-5.2
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-66.1	-5.6

2020-21 Types of Services Funded

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, marquee)
Staff Professional 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,563	$48,119
Mid-Range Teacher Salary	$68,571	$74,665
Highest Teacher Salary	$96,638	$98,160
Average Principal Salary (Elementary)	$114,446	$118,542
Average Principal Salary (Middle)	$113,010	$125,068
Average Principal Salary (High)	$124,171	$133,516
Superintendent Salary	$199,360	$194,199
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

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)

During the 2020-2021 school year, Oak Hill teachers and staff attended the following professional development provided by Center Joint Unified School District or through Site funded activities :
Para-educator Training
Professional Learning Communities (PLC's)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Center Joint Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2183	143	6.55	93.45	67.13
Female	1019	80	7.85	92.15	71.25
Male	1163	63	5.42	94.58	61.90
American Indian or Alaska Native	16	1	--	93.75	--
Asian	158	13	8.23	91.77	92.31
Black or African American	254	15	5.91	94.09	66.67
Filipino	49	9	18.37	81.63	--
Hispanic or Latino	668	37	5.54	94.46	62.16
Native Hawaiian or Pacific Islander	33	3	9.09	90.91	--
Two or More Races	177	6	3.39	96.61	--
White	828	59	7.13	92.87	64.41
English Learners	253	8	3.16	96.84	--
Foster Youth	--	--	--	--	--
Homeless	290	8	2.76	97.24	--
Military	15	0	0.00	100.00	--
Socioeconomically Disadvantaged	1551	91	5.87	94.13	59.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	352	12	3.41	96.59	16.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2183	140	6.41	93.59	32.37
Female	1019	72	7.07	92.93	29.58
Male	1163	68	5.85	94.15	35.29
American Indian or Alaska Native	16	1	--	93.75	--
Asian	158	14	8.86	91.14	71.43
Black or African American	254	16	6.30	93.70	18.75
Filipino	49	9	18.37	81.63	--
Hispanic or Latino	668	38	5.69	94.31	13.51
Native Hawaiian or Pacific Islander	33	2	6.06	93.94	--
Two or More Races	177	6	3.39	96.61	--
White	828	54	6.52		38.89
English Learners	253	8	3.16	96.84	--
Foster Youth	--	--	--	--	--
Homeless	290	10	3.45	96.55	--
Military	15	0	0.00	100.00	--
Socioeconomically Disadvantaged	1551	94	6.06	93.94	24.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	352	14	3.98	96.02	7.14

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.