

Oakdale Heights Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

OAKDALE HEIGHTS



EAGLES

BRAVE *We rise to challenges.*

BIG-HEARTED *We care for each other.*

READY TO FLY *We reach our goals.*

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

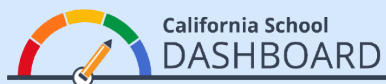
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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.

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.

2022-23 School Contact Information

School Name	Oakdale Heights Elementary School
Street	2255 Las Plumas Ave.
City, State, Zip	Oroville, CA 95966
Phone Number	530 -532-3004
Principal	John Bettencourt
Email Address	jbettencourt@ocesd.net
School Website	https://www.ocesd.org/o/oakdale-heights-elementary
County-District-School (CDS) Code	04615076003255

2022-23 District Contact Information

District Name	Oroville City Elementary School District
Phone Number	(530) 532-3000
Superintendent	Dr. Spencer Holtom
Email Address	sholtom@ocesd.net
District Website Address	http://ocesdca.apptegy.us/o/ocesd

2022-23 School Overview

Welcome to Oakdale Heights Elementary School. Our school community includes highly skilled and dedicated staff. Our staff is guided by the following principles;

1. Maintain a safe and orderly learning environment.
2. Continually strengthen academic instruction and programs.
3. Maintain and strengthen communication between home, school, and community.

We believe communication between home and school is critical to the success of our students. In an effort to keep families informed we have developed the parent handbook. In addition, we have implemented the Parent Portal tool in ARIES for grades 4 and 5 where parents can view student progress throughout the year, online. We encourage families to contact the school with any questions, suggestions, or concerns that you may have at any time. Give us a call or make an appointment to see us. We recommend you contact your student's teacher directly with questions pertaining to the classroom. Questions regarding arrival, dismissal, playground, and school-wide behavior expectations may be directed to the office or classroom teacher.

Our mission, as a community, is to inspire excitement for learning in a safe and nurturing environment where students can achieve personal success in their learning and become respectful, responsible, and productive citizens.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	67
Grade 2	47
Grade 3	44
Grade 4	46
Grade 5	56
Total Enrollment	312

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6
Male	57.4
American Indian or Alaska Native	3.2
Asian	15.4
Black or African American	4.5
Filipino	0.3
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.1
White	42.9
English Learners	9.9
Foster Youth	1.0
Homeless	3.5
Migrant	0.0
Socioeconomically Disadvantaged	91.0
Students with Disabilities	19.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	82.35	119.10	92.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	1.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	3.00	17.65	6.70	5.22	18854.30	6.86
Total Teaching Positions	17.00	100.00	128.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	100.00	129.70	95.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.74	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	2.30	1.70	15831.90	5.67
Total Teaching Positions	17.50	100.00	135.60	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district has adopted the most current SBE-adopted materials in English language Arts and mathematics for the 2017/18 school year. The district is also moving in the direction of a new NGSS aligned science, and Social Studies curriculum.

Year and month in which the data were collected	8/2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders	Yes	0
Mathematics	Everyday Mathematics	Yes	0
Science	Houghton Mifflin California Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Health	Health and Fitness	Yes	0

School Facility Conditions and Planned Improvements

The staff at Oakdale, and the district, work hard to ensure that the site facilities are clean, safe, and in good repair. The overall rating on the latest FIT report was an exemplary. Monthly safety meetings are held, and maintenance staff always responds to needs in a timely manner.

Year and month of the most recent FIT report

9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	17	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	20	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	150	150	100.00	0.00	16.67
Female	74	74	100.00	0.00	20.27
Male	76	76	100.00	0.00	13.16
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	20.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	32	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	12.50
White	61	61	100.00	0.00	18.03
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	136	136	100.00	0.00	16.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	7.69

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	151	151	100.00	0.00	15.89
Female	74	74	100.00	0.00	13.51
Male	77	77	100.00	0.00	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	12.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	32	32	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	25.00
White	62	62	100.00	0.00	17.74
English Learners	18	18	100.00	0.00	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	137	137	100.00	0.00	16.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.96	15.63	17.3	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100	0	12.96
Female	22	22	100	0	13.64
Male	32	32	100	0	12.5
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100	0	4
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100	0	14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100	0	7.69

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	80	100	100	98	93

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.

2022-23 Opportunities for Parental Involvement

The Board of Trustees recognizes that parents and guardians are children's first and most influential teachers. The Board honors the reciprocal responsibility which exists between the home and the school in the education of children. For this reason, continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents and guardians can directly affect academic success by reinforcing students' motivation and commitment to education. Parents and guardians are strongly encouraged to communicate with school personnel so the home and school are reinforcing the same goals and values the parents have set for their children. The Oroville City Elementary School District shall include parent involvement strategies as a component of instructional planning for all programs.

Parents at Oakdale have many opportunities to participate in school activities. Parents serve on the School Site Council, English Language Advisory Committee, and the LCAP committee. Parents also volunteer in the classrooms, participate in the PTO and activities provided by the PTO for students. Other opportunities for parent participation are back to school night, open house/art show, family game night and our monthly walk to school celebrations. At the end of the first trimester, parents are asked to attend parent-teacher conferences where parents and teachers can partner together to discuss student progress and how to best meet the individual needs of their children.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	359	346	149	43.1
Female	158	152	64	42.1
Male	201	194	85	43.8
American Indian or Alaska Native	10	10	8	80.0
Asian	49	49	9	18.4
Black or African American	16	16	6	37.5
Filipino	1	1	1	100.0
Hispanic or Latino	83	78	43	55.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	45	45	22	48.9
White	154	146	60	41.1
English Learners	44	41	11	26.8
Foster Youth	5	5	0	0.0
Homeless	25	24	18	75.0
Socioeconomically Disadvantaged	336	324	140	43.2
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	85	81	36	44.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.53	7.62	2.45
Expulsions	0.00	0.07	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.23	6.13	0.98	8.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.13	0.00
Female	1.27	0.00
Male	9.95	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.44	0.00
White	9.09	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.06	0.00

2022-23 School Safety Plan

Oakdale Heights has a comprehensive safety plan, which is reviewed and updated annually with the School Site Council. Teachers have input into the process, and as revisions are made, students are informed of new information, or trained in new procedures. This plan includes steps for mitigation and prevention, preparedness, response to a crisis, and recovery. Specific steps for responding to a variety of possible crises is included in the plan, as well as in a flip-chart posted near the door of each classroom for quick reference.

Monthly drills are held to teach and reinforce procedures for fire, earthquake, and intruder alert. Safety meetings are held monthly as well, to document any safety issues and their resolution.

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.

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	23		3	
1	23		2	
2	22	1	1	
3	16	1	2	
4	31		1	
5	30		1	
Other	15	4	1	

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	19	2	1	
1	22		2	
2	19	2		
3	25		2	
4	30		1	
5	29		1	
Other	14	4	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		2	
1	20	3		
2	22		2	
3	22		2	
4	22		2	
5	26		2	
Other	8	3		

2021-22 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	1040

2021-22 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	8583	2354	6229	77967
District	N/A	N/A	6102	\$77,662
Percent Difference - School Site and District	N/A	N/A	2.1	0.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-5.7	-8.2

2021-22 Types of Services Funded

Students at Oakdale Heights School receive support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, resource specialist teacher and aides, speech and hearing specialist, Instructional aides, and library aide. We share some of these services with other schools in the district. Safety is a priority and 4-noon duty supervisors are funded with this money.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,988	\$51,591
Mid-Range Teacher Salary	\$77,608	\$79,620
Highest Teacher Salary	\$95,707	\$104,866
Average Principal Salary (Elementary)	\$105,484	\$131,473
Average Principal Salary (Middle)	\$115,216	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$170,625	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Staff development is provided throughout the year according to statute, and as determined by the needs of the district and the site. Our focus for the 2020-2021 school year will be on Standardizing and strengthening SEL, and Behavior supports. We participate in district-wide training on Implicit Bias, Restorative Practices, and PBIS.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	23	8	11