



Oak Hills Elementary

26730 Old Rock Road • Valencia, CA 91381-0775 • (661) 291-4100 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Newhall School District

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District Governing Board

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Instructional Services**

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**Assistant Superintendent of
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Dr. Michelle Morse

**Assistant Superintendent of
Human Resources**

Oak Hills Elementary School Mission Statement:

At Oak Hills School we empower students to take risks, persevere, collaborate, and engage within our diverse community. Our students value knowledge and build a foundation for life-long learning.

Oak Hills Vision Statement:

We are a reflective open-minded collaborative community that trusts and supports each other consistently to ensure all students' learning.

"Excellence in Heart and Mind"

Oak Hills School opened to students on September 20, 2005 and is in its fourteenth year of operation. The school is located in the Westridge neighborhood of the Santa Clarita Valley and is one of ten schools in the Newhall School District.

School Population	• 660 students
English Language Learners	• 8%
White	• 41%
Asian	• 24%
Hispanic or Latino	• 20%
Two or More Faces	• 9%
Black or African American	• 4%

For the 18-19 school year, it is anticipated that Oak Hills Elementary School staff will include:

Serving All:

Administration	<ul style="list-style-type: none"> • 1 Principal • 1 Assistant Principal
Office Staff	<ul style="list-style-type: none"> • Office Manager • Office Assistant- Full Time • Community Liaison- Part Time • Health Assistant- Part Time
Other Support Staff	<ul style="list-style-type: none"> • Support Technician- Technology- Part Time • 6 Safety Supervisors • Day Custodian • 2 Night Custodians • 3 Cafeteria Staff

K-6th Campus

Classroom Teachers	<ul style="list-style-type: none">• 27
Intervention Staff	<ul style="list-style-type: none">• 1 Teacher - Part Time• 2 Curriculum Specialists- Part Time• 3 Behavior Support Specialists
Special Education Staff	<ul style="list-style-type: none">• 1 Psychologist – 4 days• 1 Resource Specialist• 1 Speech and Language Pathologist• 1 Speech and Language Pathologist- Part Time
Other Support Staff	<ul style="list-style-type: none">• 1 Counselor- Part Time• 1 Library/Media Technician• 1 Support Specialist- Science

We are a reflective open-minded collaborative community that trusts and supports each other consistently to ensure all students' learning. The Oak Hills family believes in the achievement of all students and our staff works together to ensure that our school's academic success continues to grow. Our students' accomplishments are not only reflective of their hard work, but of all teachers and specialists that adhere to the strong academic programs that we offer. School-wide Professional Learning Community (PLC) teams are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Over the last three years, Oak Hill's academic data results have been analyzed and non-academic metrics have been monitored to identify trends in student performance. There is much to be proud of as Oak Hills School and the entire Newhall School District continues to make progress in many areas.

In the 2017-2018 school year, a team comprised of three teachers, one administrator, one staff member, and one parent representative attended a series of trainings in Positive Behavior Intervention and Support (PBIS), provided through Los Angeles County of Education (LACOE). This year, the school will begin implementing PBIS on campus, following this research-based method of clearly teaching expected behaviors, rewarding positive student choices, and intervening with students who need additional support to be successful. The PBIS team developed four core behavior expectations - Have Respect, Own Your Actions Safely, Work Together, and Listen Attentively (HOWL). These behavior expectations will be taught explicitly to students in all grades, and be revisited throughout the year. In order to provide consistency in this program, the team created a handbook for staff that outlines the pillars of the program, and provides lesson plans that will be used school-wide to teach behavior expectations. We will be rolled this program out in August 2018 and also hold monthly incentive activities for students to earn using tickets they have earned for positive behavior. We will also offer a parent informational night to explain our school-wide system of behavior expectations.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	64
Grade 1	76
Grade 2	76
Grade 3	104
Grade 4	100
Grade 5	138
Grade 6	99
Total Enrollment	657

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.5
Asian	20.1
Filipino	4.4
Hispanic or Latino	19.3
Native Hawaiian or Pacific Islander	0.0
White	41.4
Socioeconomically Disadvantaged	12.6
English Learners	7.9
Students with Disabilities	10.4
Foster Youth	0.0

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			
Oak Hills Elementary	16-17	17-18	18-19
With Full Credential	31	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newhall School District	16-17	17-18	18-19
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Oak Hills Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-5), approved spring 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Newhall School District is very concerned about the safety of our students, staff, parents, and community members. The following outlines the various steps the Newhall School District takes to ensure we have clean, safe, and well maintained schools.

Cleanliness

The Newhall School District provides custodial staffing so that every classroom at every school can be cleaned daily. We also clean all Preschools and Kindergarten bathrooms and offices on a daily basis. Our Director of Facilities routinely inspects our schools to ensure they are kept in a clean, safe and orderly condition. Our custodial staff has been directed to notify the school Principal or Office Manager of any safety hazard or maintenance issue that requires immediate attention. The Office Manager will submit a work order via our net-based work order program where the Director of Facilities reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

Weekly School Visits / Inspections

The Director of Facilities visits and inspects two schools every week

Security

We ask that all parents and visitors check in with the main office at each school. To assist staff in communicating on site, two-way radios are used by administrative staff, office staff, and safety supervisors. Each school provides playground supervision to ensure our students are properly supervised during recess and identify any safety or security concerns to the school administrative team.

Risk Manager

The Newhall School District employs a Risk Manager. This employee routinely visits all of our schools and inspects each school regularly. Our Risk Manager is also a Certified Playground Inspector and inspects each school's playground equipment. The inspection includes making sure the equipment is safe, has sufficient fall material, and that there are no loose nuts/bolts and any other potential hazard. If there are any safety concerns regarding the playground equipment, we prohibit the use of the equipment and have the problem resolved immediately.

Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 13 years old or have been "modernized" with local and State bond funds. "Modernization" may include utility infrastructure replacement, new carpeting, new lights, new windows and doors, new locks, new interior and/or exterior wall paneling, fire alarms, communications systems, internet infrastructure to all classrooms, storage, roof replacement, interior/exterior painting, library renovation, and bathroom renovation.

The district successfully passed Measure E, a \$60 million school construction and modernization bond, in 2011. Projects include the replacement of aging portable classrooms with permanent buildings, the renovation of Newhall Elementary School auditorium, upgrades to the district infrastructure including technology, energy management, communications and utility controls. A significant investment in classroom technology has been completed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	83.0	84.0	69.0	71.0	48.0	50.0
Math	78.0	80.0	65.0	68.0	37.0	38.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	433	427	98.61	83.84
Male	228	223	97.81	82.96
Female	205	204	99.51	84.80
Black or African American	21	21	100.00	71.43
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100.00	88.30
Filipino	15	15	100.00	93.33
Hispanic or Latino	79	77	97.47	75.32
White	175	172	98.29	84.88
Two or More Races	48	47	97.92	87.23
Socioeconomically Disadvantaged	49	49	100.00	65.31
English Learners	79	79	100.00	74.68
Students with Disabilities	51	48	94.12	41.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.6	22.6	24.8

* 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	433	427	98.61	80.09
Male	228	223	97.81	80.72
Female	205	204	99.51	79.41
Black or African American	21	21	100	52.38
American Indian or Alaska Native	--	--	--	--
Asian	94	94	100	91.49
Filipino	15	15	100	86.67
Hispanic or Latino	79	77	97.47	67.53
White	175	172	98.29	81.4
Two or More Races	48	47	97.92	82.98
Socioeconomically Disadvantaged	49	49	100	57.14
English Learners	79	79	100	79.75
Students with Disabilities	51	48	94.12	39.58

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2018-19)

Oak Hills views parents as partners, who work with staff to help every student succeed both academically and socially. School-wide parent/teacher conferences are held twice a year and we have strong parent attendance at these meetings. Back-to-School Night and Open House events are also well attended. PTA, School Site Council, and English Learner Advisory Committee (ELAC) meetings are additional involvement options for parents. Oak Hills School is fortunate to have a very dedicated and active PTA and Foundation. Both of these groups sponsor a variety of programs that benefit students and teachers in many ways. The school has over 100% participation in PTA membership. It is impossible to mention all of the programs these parent groups promote, but highlights include PAC (Performing Arts Center) K-12 school-wide assemblies, Bricks for Kids in class workshops, field trips, Reflections, Accelerated Reader (AR) reading program, attendance improvement incentives, gifts for the library, Meet the Masters Art Program, social events, food drives, yearbook, teacher appreciation, campus family fun nights, Fall Festival, STEM Expo, and many other child-centered activities.

Continuing during the 2018-19 school year, all students will participate in a total of four arts based assemblies that the PAC K-12 (Performing Arts Center) will present, along with two science Lego-robotic build workshops will be afforded through Bricks for Kids Our PTA sponsored AR program will continue to be implemented with fidelity, as a means of promoting independent reading both in and out of the classroom. Each trimester when students meet their individual goals with comprehension accuracy, they will be recognized at an awards assembly. We will also continue to work towards improving our attendance rate with the use of our two Coyote attendance trophies (one for primary, one for upper), monthly attendance winners, as well as perfect attendance certificates for the month of September (Attendance Awareness Month) and each trimester. Students will also be recognized at the end of the year for perfect attendance for the school year in Kindergarten and 6th grade at promotions.

At Oak Hills, we continue to work hard and strive to meet the needs of all our students. We believe ALL children can learn and we embrace everyone's contributions to assist in this process. We are committed to supporting an on-going instructional program that encourages social awareness of the diversity within our community.

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.

School Safety Plan

Every school in the Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Tim Palmer, District Safety Coordinator, at (661) 291-4196.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.1	0.9	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	NA
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.6
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.21
Average Number of Students per Staff Member	
Academic Counselor	NA

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	21	21		2		3	2	3			
1	25	23	25				3	3	3			
2	22	23	24				3	4	3			
3	23	24	21			1	5	4	4			
4	29	26	31		1		3	4	3			
5	32	26	27		1	1	3	3	4			
6	28	27	26		1	1	3	4	3			
Other		8	8		1	1						

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

Professional Development provided for Teachers

Professional Development

The Newhall School District provides professional development to staff in an effort to enable all students to become proficient or advanced in the Common Core California academic content standards as measured by the CAASPP test. Ongoing efforts in staff development focus on English Language Arts, English Language Development, Mathematics, Science, Guided Language Acquisition Design, Depth and Complexity Icons, Thinking Maps, and the NSD Coherent Writing Program.

Professional development in the core subjects is designed to support the instructional shifts in English Language Arts and Mathematics under the new California State Standards. The role of the classroom teacher shifts from an instructor to a facilitator of learning in this model. In this professional development, teachers are shown how to expect students to work collaboratively together to problem solve and communicate their learning based upon cited evidence and a deeper understanding of ideas. This instructional model demonstrates that student-to-student discourse is frequent and on-going throughout the arc of the lesson. Teachers engage in activities that illustrate how students must be given opportunities to explore and demonstrate their learning with manipulatives and other technology tools. Teachers engage in multiple professional development opportunities throughout the year and engage with Instructional Coaches to reinforce this work.

Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical instructional strategies for developing metacognitive use of high level academic language and literacy skills. All new teachers to the district attend a total of 7 days of learning in this model. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting. GLAD monthly meetings are held with the trainers and the trained teachers to celebrate successes and to discuss concerns and future plans.

Newhall School District's Coherent Writing Program (CWP) is another example of high quality and ongoing professional development provided to all teachers within the Newhall School District. Implementing the CWP entails comprehensive professional development; teachers receive an initial presentation (by teacher-leaders from the CWP's Writing Professional Development Committee) on a given genre, teach the genre to students, return for a follow-up session to score and analyze student work, and finally, administer a formative (benchmark) assessment, using the results to effect improved performance. All new teachers or teachers new to a grade level receive this training on three genres. After a full year of professional development, teachers attend "tune-up" sessions in subsequent years to learn/share new strategies through examination of their students' work. Overall, the intent is to increase teachers' sophistication in their pedagogy, year-to-year.

Thinking Maps, Tools for Learning is an additional high quality professional development opportunity for teachers within the Newhall School District. It is a powerful and distinctive thirty-hour hands-on course that provides teachers with a series of dynamic learning experiences in the 8 fundamental thinking processes. The course provides an intense study of visual-verbal learning maps, each based on a set of tools showing relationships. This course is carefully crafted, giving teachers the tools that enable them to promote continuous cognitive development. Thinking Maps can be used consistently across disciplines and grade levels to advance integrated thinking and interdisciplinary learning.

Depth and Complexity Icon Training is also offered through the district. This training gives teachers additional differentiation strategies to use. The strategies help students use high-level thinking skills to analyze text and write responses.

The Induction Program provides an effective transition into the teaching career for first- and second-year teachers. Each new teacher is paired with a support provider who provides intensive individualized support and assistance. An induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher. This program ensures continuous improvement through ongoing research, development, and evaluation for the first two years of teacher service. Additionally, Newhall School District provides coaching opportunities before and during the school year to teachers new to the district (either beginning teachers or teachers coming from other districts). Administrators monitor and meet with new teachers over the course of the year, both individually and as a group, to provide an opportunity to ask questions, discuss needs, and clarify school goals and priorities.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,096	\$50,084
Mid-Range Teacher Salary	\$71,081	\$80,256
Highest Teacher Salary	\$92,976	\$100,154
Average Principal Salary (ES)	\$127,747	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$198,204	\$222,447
Percent of District Budget		
Teacher Salaries	39.0	37.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Oak Hills School receives funding from LCFF base and targeted funding. The School Site Council (SSC) continues to focus funding from these programs directly on student success and school improvement. Goals have been instrumental in guiding the development of Oak Hills' School Plan for Student Achievement. The School Site Council (SSC) members and staff established goals that are based on the needs and requirements of the school and our belief that all children can be successful.

LCFF (Local Control Funding Formula) base and supplemental grant funds were used for Instructional materials, Technology licenses and support, GATE Testing materials and fieldtrip, Curriculum Specialist of PE, Curriculum Specialists of Reading Intervention, and library books.

Title III: Curriculum Specialist

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8805.35	2280.83	6524.52	83551.5
District	◆	◆	9658	\$74,761
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-38.7	11.1
Percent Difference: School Site/ State			-8.8	3.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.