

Oak Hills Elementary

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



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	Oak Hills Elementary
Street	26730 Old Rock Road
City, State, Zip	Valencia, CA 91381-0775
Phone Number	(661) 291-4100
Principal	Jarrod Henry
Email Address	jhenry@newhallsd.com
School Website	
County-District-School (CDS) Code	19648320108027

2022-23 District Contact Information

District Name	Newhall School District
Phone Number	(661) 291-4000
Superintendent	Dr. Leticia Hernandez
Email Address	lhernandez@newhallsd.com
District Website Address	www.newhallschooldistrict.com

2022-23 School Overview

Oak Hills is where we empower all students to be life-long learners that take risks, persevere, collaborate, and engage within our diverse community.

Oak Hills Vision Statement:

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

ILT Purpose Statement:

The purpose of our Instructional Leadership team at Oak Hills is: to foster a school culture that supports one another and embraces the mindset that all students can learn at high levels. Our staff will work collaboratively to analyze data, address opportunity gaps, and share best practices to ensure all students have equitable access to high quality learning experiences.

“Excellence in Heart and Mind”

Oak Hills Elementary School opened to students on September 20, 2005 and is in its sixteenth 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	567 students
English Language Learners	47
White	52%
Asian	23%
Hispanic or Latino	21%
Two or More Races	7.4%
Black or African American	6.1%

For the 22-23 school year, it is anticipated that Oak Hills Elementary School staff will include:

2022-23 School Overview

Administration:

1 Principal
1 Assistant Principal .5

Office Staff:

Office Manager
Office Assistant – Full time
Community Outreach – Part time
Health Assistant – Part time

Other Support Staff:

Support Technician Technology – Part time
Safety Supervisors - 6
Day Custodian
Night Custodian
2 Cafeteria Staff

K-6th Campus:

Classroom Teachers 20

Intervention Staff:

One Learning Support Teacher
One full time Curriculum Specialist
Five curriculum specialists – Part time
Three Behavior Support Specialists

Special Education Staff:

Psychologist – 5 days
Resource Specialist
Speech and Language Pathologist

Other Support Staff:

Counselor – Full time
Library/Media Technician
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 hard work, but of all teachers and specialists that adhere to the strong academics 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 four years, Oak Hills academic data results have been analyzed and non-academic metrics have been monitored to identify trends in student performance. Oak Hills was the proud recipient of the 2019 National Blue Ribbon award for being an exemplary high performing school. There is much to be proud of as Oak Hills Elementary School and the entire Newhall School District continues to make progress in many areas.

We are in our fourth year of Oak Hills implementing PBIS on campus, following this research-based methods of clearly teaching expected behaviors, rewarding positive student choices, and intervening with students who need additional support to be successful. Our site follows four core behavior expectations – Have Respect , Own Your Actions Safely. Work Together, and Listen Attentively (HOWL). These behavior expectations are taught explicitly to students in all grades and are 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 lessons that are used school-wide to teach behavior expectations. We also hold monthly incentive activities for students to earn using tickets they have earned for positive behavior. We have a Coyote Corner store which allows student to purchase incentives with their HOWL tickets that are earned.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	56
Grade 2	57
Grade 3	69
Grade 4	85
Grade 5	93
Grade 6	93
Total Enrollment	504

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.4
Asian	20.6
Black or African American	2.8
Filipino	4.6
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.7
White	41.3
English Learners	7.1
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	27.4
Students with Disabilities	12.7

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)	18.80	100.00	262.00	96.15	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	0.55	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	0.00	0.00	9.00	3.30	18854.30	6.86
Total Teaching Positions	18.80	100.00	272.50	100.00	274759.10	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.

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)						
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						

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	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	
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	

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

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company	Yes	0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016	Yes	0
Science	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-6), approved spring 2016	Yes	0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 2007 Studies Weekly (K-6) is currently being used as a supplement	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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, Maintenance, and Operations (FMO) 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 FMO reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

Weekly School Visits / Inspections

The Director FMO visits and inspects two schools every week

Security

We ask that all parents and visitors check in with the main office at each school. The district also utilizes a Visitor Management System (Raptor) to screen visitors. 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.

<https://www.doc-tracking.com/screenshots/22SARC/InputFormDataElements/School%20Facility%20Conditions%20and%20Planned%20Improvements.pdf>

Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 16 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.

Year and month of the most recent FIT report

12/02/2022

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			

School Facility Conditions and Planned Improvements

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	79	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	72	N/A	62	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	358	357	99.72	0.28	78.99
Female	171	171	100.00	0.00	83.63
Male	187	186	99.47	0.53	74.73
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	94.87
Black or African American	12	12	100.00	0.00	58.33
Filipino	20	20	100.00	0.00	75.00
Hispanic or Latino	84	83	98.81	1.19	69.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	29	29	100.00	0.00	82.76
White	133	133	100.00	0.00	76.69
English Learners	18	18	100.00	0.00	55.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	68.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	42.55

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	358	357	99.72	0.28	72.27
Female	171	171	100.00	0.00	70.18
Male	187	186	99.47	0.53	74.19
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	91.03
Black or African American	12	12	100.00	0.00	41.67
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	84	83	98.81	1.19	61.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	29	29	100.00	0.00	68.97
White	133	133	100.00	0.00	70.68
English Learners	18	18	100.00	0.00	61.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00	0.00	55.68
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	48	47	97.92	2.08	38.30

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)	55.56	64.95	45.34	48.16	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	98	97	98.98	1.02	64.95
Female	49	49	100	0	61.22
Male	49	48	97.96	2.04	68.75
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	87.5
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	18	94.74	5.26	38.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	69.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	5.26	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	36.36

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	98%	98%	98%	98%	98%

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

Oak Hills views parents as partners who work with staff to help every student to 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, Foundation, School Site Council, and ELAC Advisory Committee meetings are additional involvement options for parents. Oak Hills 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. Highlights thus far have been our Movie Night, Fall Festival After School Science, Coding, and Math Olympiad teams. We will also be holding our annual STEM Expo.

Continuing during the 22-23 school year, all students will participate in the AR program 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 with a certificate and special activity. We will also work to improve our attendance rate with the use of our Coyote attendance trophy (one for primary and one for upper) monthly attendance winners.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	538	49	9.1
Female	256	252	16	6.3
Male	290	286	33	11.5
American Indian or Alaska Native	3	3	0	0.0
Asian	118	118	5	4.2
Black or African American	17	17	3	17.6
Filipino	25	25	4	16.0
Hispanic or Latino	129	126	14	11.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	38	35	1	2.9
White	211	209	22	10.5
English Learners	46	46	3	6.5
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	150	149	15	10.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	75	10	13.3

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	0.30	0.43	2.45
Expulsions	0.00	0.00	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	0.00	0.73	0.15	0.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0.00
Female	0.39	0.00
Male	1.03	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.85	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.47	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.30	0.00

2022-23 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 Sheri Staszewski, Assistant Superintendent of Business Services, at (661) 291-4166.

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	22	1	2	
1	23		2	
2	24		3	
3	21	2	2	
4	30		3	
5	31		3	
6	30		3	
Other	16	3	2	

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	25		1	
1	26		1	
2	23		2	
3	21	1	2	
4	32		2	
5	28		2	
6	31		2	
Other	18	2	2	

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	25		2	
1	28		2	
2	28		2	
3	21	1	2	
4	28		3	
5	30		3	
6	30		3	
Other	9	2		

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	504

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

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	11789	3709.36	8079.48	74896.93
District	N/A	N/A	7558.97	\$77,874
Percent Difference - School Site and District	N/A	N/A	6.7	-3.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	20.2	-15.3

2021-22 Types of Services Funded

Oak Hills Elementary receives funding from LCFF (Local Control Funding Formula) 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' Single Plan for Student Achievement. The School Site Council (SSC) members and staff established goals that are based on 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, curriculum specialists, , and library books. Title III: Specific Resources/Intervention for our Title III students

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	\$50,078	\$52,641
Mid-Range Teacher Salary	\$72,503	\$83,981
Highest Teacher Salary	\$94,756	\$107,522
Average Principal Salary (Elementary)	\$130,122	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$200,000	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	40	20	25