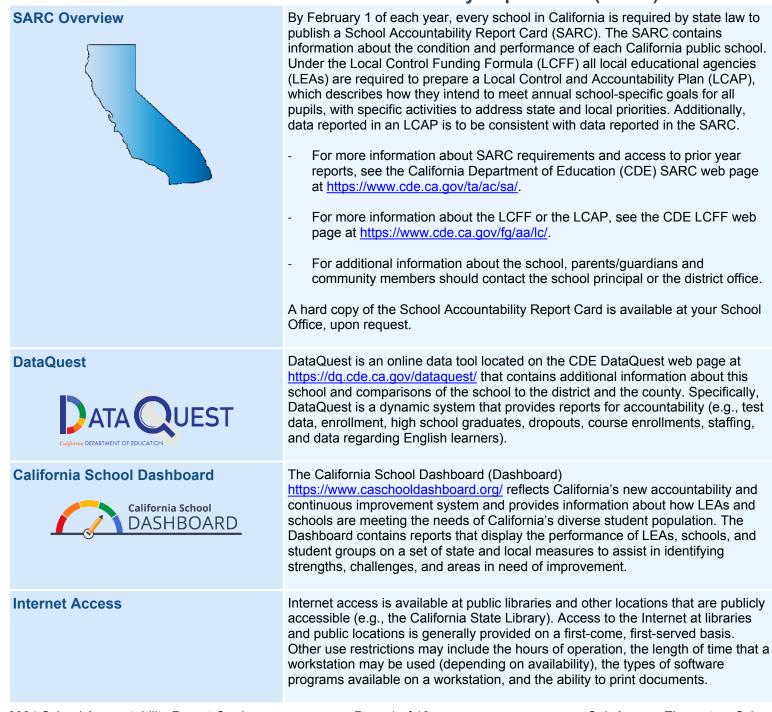# Oak Avenue Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Oak Avenue Elementary School
Street	1501 Oak Ave.
City, State, Zip	Los Altos, CA 94024
Phone Number	650-237-3900
Principal	Nikita Shah
Email Address	nshah@lasdschools.org
School Website	www.oakschool.org
Grade Span	K-6
County-District-School (CDS) Code	43695186047468

2024-25 District Contact Information

District Name	Los Altos Elementary School District
Phone Number	650-947-1150
Superintendent	Sandra McGonagle
Email Address	smcgonagle@lasdschools.org
District Website	www.lasdschools.org

2024-25 School Description and Mission Statement

It is Oak School's mission to ensure high levels of learning for all students. Every day we respectfully collaborate to develop confident, resilient, joyful learners who care about the Oak School community and become responsible citizens.

We believe in developing academic and social/emotional skills in all students while striving to build a strong foundation for lifelong learning. Oak Avenue Elementary is one of nine schools in the Los Altos School District, located in the South Bay Area of Northern California. From humble beginnings in 1956 to its present-day standing as an established, high-achieving school, Oak has remained true to its identity of being first and foremost a learning institution dedicated to serving its neighborhood and

2024-25 School Description and Mission Statement

community. That community is diverse, with our student body consisting of 1.5% Black or African American, 40% Asian, 4.4% Hispanic or Latino, 42% White, and 10% mixed-race students. English Language Learners make up 7% of Oak's student body, Students with Disabilities 10%, and Socioeconomically Disadvantaged Students 2.4%. Over two dozen languages spoken at our site represent a wide-range of cultures.

Oak students are supported by an active Parent Teacher Association that provides funding for technology upgrades and furniture to professional development and sports equipment. The Los Altos Education Foundation, which serves our entire district, further supports Oak through instructional support staff and enrichment programs like art, music, physical education, gardening, and more. Oak also maintains close ties with the neighboring high school, which visits twice a year to delight our students with a musical performance. Oak's many strong traditions are an integral part of its identity. Events like the Global Heritage Day, Entrepreneurial Fair, Halloween Spooktacular, Walk-a-thon, Holiday Faire and Science, Technology, Engineering, and Mathematics (STEM) Expo are highly anticipated by staff, students, and community members alike. Students of all grade levels enjoy working with buddy classes throughout the year and having a blast at Field Day in June. Multiple grade levels perform annual musicals, and our fourth, fifth and sixth-grade classes go on annual overnight trips to Coloma, Pigeon Point and Walden West Outdoor School respectively.

While these events are a source of pride, academic excellence is our the highest priority. Toward that end, teachers collaborate in Professional Learning Communities (PLCs) to ensure success for every student, and our entire staff has participated in either Responsive Classroom training, PLC training, or both. Strong partnerships between classroom teachers and a gifted array of specialized professionals and instructional aides have allowed us to achieve amazing educational goals, with 92% of students performing on or above grade level in English Language Arts and Mathematics during the 2021-22 academic year. In support of developing the whole child, Oak proudly participates in several social-emotional programs to help students be their best selves and thrive as members of their community. Responsive Classroom methods are used daily to teach team building, cooperation, respect, and self-control. Oak is also an active Project Cornerstone school, providing valuable life lessons to our students through carefully chosen picture books and activities. A common language for problem-solving and communicating feelings is used across grade levels, and parent engagement is high in the form of volunteer readers and class leaders. Additionally, Oak partners with ACS to allow students and staff access to counselors who are on campus every day.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	37
Grade 2	45
Grade 3	44
Grade 4	48
Grade 5	49
Grade 6	60
Total Enrollment	328

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	49.4
Black or African American	0.9
Filipino	1.8
Hispanic or Latino	4.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	11.6
White	30.5
English Learners	3
Homeless	0.3
Socioeconomically Disadvantaged	3
Students with Disabilities	6.7

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)	15.10	99.02	171.00	88.49	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	15.20	7.87	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/Incomplete/NA	0.10	0.98	7.00	3.63	18854.30	6.86
Total Teaching Positions	15.30	100.00	193.20	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)	15.50	97.18	167.30	88.42	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	2.82	16.30	8.62	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.90	0.49	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.60	1.41	15831.90	5.67
Total Teaching Positions	15.90	100.00	189.20	100.00	279044.80	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.

2022-23 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)	15.50	93.15	162.90	88.61	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	1.09	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.01	9.50	5.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.42	1.60	0.91	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.42	7.70	4.23	14303.80	5.15
Total Teaching Positions	16.60	100.00	183.80	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.40	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.40	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.5
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	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

LASD has adopted The Units of Study in Reading and Writing for K-8. In Math K-5 used SF Math as a curriculum 6th - 8th-grade students use Math in Focus/Singapore Math curriculum. We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). New state-approved materials have not yet been adopted. Our current FOSS materials in K-5 are adopted from the older state science standards textbook adoption list. 6th - 8th graders have access to state standard-aligned textbooks, but are working in teacher-designed NGSS units of instruction. K-5 students use Scott Foresman History textbooks and 6th graders use History Alive textbooks. All textbooks are aligned with the state standards.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study in Reading and Writing - 2016	Yes	0
Mathematics	SF Math 2021	Yes	0
Science	Foss Science - 2008	Yes	0
History-Social Science	K-5 Scott Foresman History - 6th graders use History Alive textbooks - 2008	Yes	0

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

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report	March 2023

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

School Facility Conditions and Planned Improvements

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		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	91	90	84	85	46	47
Mathematics (grades 3-8 and 11)	92	92	84	85	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	202	97.12	2.88	89.60
Female	106	104	98.11	1.89	93.27
Male	102	98	96.08	3.92	85.71
American Indian or Alaska Native	--	--	--	--	--
Asian	95	92	96.84	3.16	89.13
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	90.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	91.67

White	69	68	98.55	1.45	88.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	46.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	207	99.52	0.48	91.79
Female	106	105	99.06	0.94	93.33
Male	102	102	100.00	0.00	90.20
American Indian or Alaska Native	--	--	--	--	--
Asian	95	95	100.00	0.00	93.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	83.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	88.00
White	69	68	98.55	1.45	91.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	40.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	89.09	88.24	79.79	76.24	30.29	30.73

2023-24 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	51	51	100.00	0.00	88.24
Female	26	26	100.00	0.00	84.62
Male	25	25	100.00	0.00	92.00
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	90.00
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	89.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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.   The administration of the PFT requires only participation results 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	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement

Our parents this year are volunteering primarily through our Parent Teacher Association and in-class experiences. Parents are allowed to volunteer on campus, this may include Library Support, math centers, Projector Cornerstone, Yard Supervision, and various community-building events. Parent are encouraged to chaperone the field trips, as well as participate in the on campus learning opportunities. School encourages parents to volunteer for Lunch Duty during lunch time. Our parents are the driving force behind the community building activities planned at each level.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	349	343	18	5.2
Female	173	168	8	4.8
Male	176	175	10	5.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	170	166	7	4.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	1	5.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	2	5.1
White	105	103	4	3.9
English Learners	22	17	5	29.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	11	11	2	18.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	23	1	4.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.22	0.88	0.86	0.77	0.6	0.66	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0.00
Female	0.00	0.00
Male	1.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.59	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	0.95	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive Safety Plan is developed with staff and community input. Oak's Safety Plan considers various elements such as school crimes, child abuse reporting procedures, disaster procedures, suspension and expulsion policies, procedures to notify teachers of dangerous pupils, discrimination and harassment policies, school-wide dress code policies, procedures for

2024-25 School Safety Plan

safe ingress and egress, policies to maintain a safe and orderly environment, as well as rules and procedures on school discipline and hate crime reporting.

This year, we developed goals in the following areas to address the needs of students and the Oak community. In Facilities, we would like to beautify the campus. This will include the creation of safe areas and moving eating areas, as well as accessing the playground with regard to potential hazards and repair needs. Oak has adopted Suite 360 Social-Emotional Curriculum in all classes to address Socio-Emotional needs. Our teachers have been trained and are using a curriculum that addresses the needs of our students. Oak will continue to train staff on Responsive Classroom over the 2022 summer. Our goal is to have every staff member -- in all grades -- trained at the advanced level. The Plan was adopted and approved by Emergency Prep Committee in February 2023.

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.

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	20	2		
1	19	2		
2	23		2	
3	22		2	
4	27		2	
5	25		2	
6	28		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	2		
1	21	1	1	
2	21		2	
3	22		2	
4	23		2	
5	28		2	
6	26		2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	2		
1	19	2		
2	23		2	
3	22		2	
4	26		2	
5	27		2	
6	30		2	

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$12,140.43	$1,600.36	$10,540.07	$151,394.44
District	N/A	N/A	$10,556.73	$105,330
Percent Difference - School Site and District	N/A	N/A	-0.2	35.9
State	N/A	N/A	$10,770.62	$94,129
Percent Difference - School Site and State	N/A	N/A	-2.2	46.6

Fiscal Year 2023-24 Types of Services Funded

Oak School staff support students in a variety of ways. In our Kindergarten classes, aides support the students for the majority of the day. In first and second grade, there are Literacy Support Assistants for each of the classes four days a week. Oak has a variety of special education programs, which include Occupational Therapy, Speech and Language services, Specialized Academic Instruction in a separate class, as well as through small group support. We are fortunate to have a full-time psychologist on-site to support one-to-one counseling, social groups, and support teachers with strategies for behavior modifications and classroom management. English Language Learners receive designated and integrated support in the classroom, as well as targeted instruction through our EL Specialist. In addition, there is a Literacy Instructional Support Teacher and a STEM Instructional Support Teacher who support teachers with resources, coaching, and professional development. We also have two interns from the Community Health Awareness Council (CHAC) that provide school-based counseling.

Oak's priority is to provide high-quality instruction in the classroom that includes differentiate instruction. Data is used to inform instruction and to provide targeted instruction in the classroom setting. Oak implements a Multi-Tiered Support System (MTSS), in which students' emotional, academic, and behavioral needs are addressed in a collaborative nature. A Care Team,

Fiscal Year 2023-24 Types of Services Funded

consisting of the teacher, Special Education Specialists, and the principal, provides a comprehensive umbrella to determine needs and supports. Interventions may include counseling (Community Health Awareness Council), academic intervention support, RtI instructional model, and various classroom accommodations. If needed, the Care Team recommends further assessment to determine if additional supports are needed.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$67,592	$57,839
Mid-Range Teacher Salary	$99,660	$90,040
Highest Teacher Salary	$124,635	$118,647
Average Principal Salary (Elementary)	$174,922	$144,639
Average Principal Salary (Middle)	$179,204	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$280,900	$229,986
Percent of Budget for Teacher Salaries	28.62	30.79
Percent of Budget for Administrative Salaries	6.15	5.71

Professional Development

To create focus areas of professional development for teachers and other school staff, district and site staff evaluate student achievement data to identify areas of need. We utilize a variety of methods to provide professional development to staff including: coaching and mentoring from Literacy Instructional Support Teachers, STEM Instructional Support Teachers, New Teacher Mentors and teacher-principal meetings. Our Curriculum and Instruction department also creates in-house after school and/or full-day workshops for staff to attend. On site, we also design after school and/or staff meeting workshops for staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6