

Oakhurst Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Oakhurst Elementary School
Street	49495 School Road
City, State, Zip	Oakhurst, CA 93644
Phone Number	559.642.1580
Principal	Kathleen Murphy
Email Address	kmurphy@basslakesd.org
Website	www.basslakeschooldistrict.com
County-District-School (CDS) Code	20651856024087

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Bass Lake Joint Union Elementary School District
Phone Number	559.642.1555
Superintendent	Randall Seals
Email Address	rseals@basslakesd.org
Website	http://www.basslakeschooldistrict.com/

School Description and Mission Statement (School Year 2020-2021)

Oakhurst Elementary School, a school-wide Title I school, is one of four schools that make up Bass Lake Joint Union Elementary School District. It is a rural school, located in the foothills of the Eastern Sierra Nevada Mountains, in the unincorporated town of Oakhurst, California...the Gateway to Yosemite National Park.

Oakhurst Elementary has an enrollment of 330 students. The school serves Kindergarten through Fifth grade students with a staff of 17 regular education classroom teachers, a resource specialist, a reading specialist, a full-time school psychologist/counselor, two part-time Response to Intervention (RtI) reading lab instructional assistants, and an office staff consisting of an office manager, one office clerk, and a principal. Oakhurst Elementary employs a part-time library media paraprofessional. The services of a Speech and Language teacher and the school nurse are contracted through the Madera County Office of Education. The ethnic makeup of the student body is 72% White, 18% Hispanic, 6% American Indian and 4% other groups. Approximately 64% of the students participate in the federally funded Free and Reduced Lunch program. The 1999/2000 CBED data identified OES as a school-wide Title I school.

The following highlights what makes Oakhurst Elementary School unique:

- o A caring, dedicated and professional student-centered staff
- o A student body willing to do their best and take responsibility for their learning
- o A SILVER Medal Recognition School with Positive Behavior Intervention Support (PBIS)
- o Dynamic differentiated instruction aligned to California Common Core Standards
- o Site staff development and grade level planning time
- o School-wide emphasis on literacy and numeracy to meet the needs of our diverse learners
- o On-going classroom assessment to monitor student progress and achievement

- o Integration of technology into all curricular areas; all students are 1:1 with a chrome book
- o A full-service reading lab, modeled after Response to Intervention (RtI), providing reading intervention support for students in Grades 1-5
- o Regular student study team meetings and interventions
- o A full-time counselor/psychologist
- o A K-2 choral music program
- o Physical Education Program
- o K-Kids Leadership Program (Grade 5 only)
- o After-school Eagle Academy Program
- o After-school Homework Club (3 days per week)
- o Parent/Teacher Club
- o School-Based Coordinatred Council Membership
- o Family Movie Nights
- o Annual Back-to-School Night
- o Annual Open House and BBQ with Scholastic Book Fair
- o Annual Holiday and Variety Shows

Where Eagles Soar with Pride Galore...We are the Oakhurst Elementary School Eagles who soar above the crowd. We do our best when we're at school which makes us all feel proud. At OES, young eaglets are appreciated for their unique strengths and nurtured in a safe environment. Our goal is to develop responsible life-long learners who are positive examples for all future fledglings.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	57
Grade 1	55
Grade 2	62
Grade 3	70
Grade 4	67
Grade 5	59
Total Enrollment	370

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	3.8
Asian	1.9
Filipino	0.5
Hispanic or Latino	27
White	63.8
Two or More Races	2.7
Socioeconomically Disadvantaged	70.5
English Learners	11.9
Students with Disabilities	10.5
Foster Youth	0.5
Homeless	3.2

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	18		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California "Wonders" Reading Program	Yes	0%
Mathematics	Eureka Math - California (K-2) and My Math (Grades 3-5)	Yes	0%
Science	Scott Foresman Series (K-5)	No	0%
History-Social Science	Houghton-Mifflin K-5 History/Social Science Series	No	0%

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

School Facility Conditions and Planned Improvements

The school meets the criterion of Good Overall Rating (90 - 100%). Overall school rating is Exemplary.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Fire sprinkler riser has been inspected in preschool building; MPR floor showing abnormal signs of wear caused by faulty flooring material installed that is breaking down. Repair and replacement options are being reviewed and evaluated.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New playground equipment was installed, replacing an outdated apparatus.
Overall Rating	Exemplary	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	49	N/A	43	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	24	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Oakhurst Elementary School provides a variety of ways to keep parents informed about school activities, events and news to include monthly principal newsletter (principal message, parent newsletter, menu, monthly calendar of events), classroom newsletters, Blackboard Connect Robo-call system, Classroom Dojo program, PTC facebook page, email, parent conferences, and student report cards and progress reports. The District also employs a Bilingual liaison who works at each site to provide assistance in parent/teacher meetings and or conferences. Also, the District Bilingual Liaison provides Spanish translation for ELL families with a variety of communiqués for parents. Lastly, there are many opportunities for students and parents to get involved on campus that include

- Volunteering in the classroom
- o Chaperoning field trips
 - Parent/Teacher Club Member
 - School Based Coordinated Council Member
 - English Language Learner Advisory Committee Member

- Assistance with a variety of School events (Spirit Night, WOW Week, Family Movie Nights, Fundraising, Jog-a-thon, Scholastic Book Fair)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	0.2	3.9	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions	0	0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Oakhurst Elementary School has a comprehensive and thorough School Safety Plan established by the Bass Lake Joint Union Elementary School District. This plan is reviewed annually by District and site level administrative personnel. The plan contains all mandated information.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		3		24		3		19	3		
1	23		3		19	3			18	3		
2	24		3		23		3		21	1	2	
3	20	2	1		22		3		23		3	
4	27		10		26		10		22	5	10	
5	26		15		27		15		20	5	10	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,950.35	\$1,514.61	\$8,435.74	\$63,818
District	N/A	N/A	\$8,713.17	\$64,019
Percent Difference - School Site and District	N/A	N/A	-3.2	-0.3
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	8.5	-11.3

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

Types of Services Funded (Fiscal Year 2019-2020)

The Bass Lake Joint Union Elementary School District's adopted mission statement as well as the District Local Control Accountability Plan along with Oakhurst Elementary School's Single Plan for Student Achievement (SPSA) all align to drive the fiscal direction of the school. Oakhurst Elementary School is recognized as a school-wide Title I Program. Programs offered include: Breakfast and Lunch, Special Education Services, Response to Intervention (RtI) Reading Lab Program, ELL support and program, District Bilingual Liaison, Reading Specialist, Resource Specialist, Title I/Title II/Title III funding, and supplementary academic materials and resources to support the core academic program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,842	\$46,965
Mid-Range Teacher Salary	\$59,495	\$67,638
Highest Teacher Salary	\$75,972	\$88,785
Average Principal Salary (Elementary)	\$95,440	\$112,524
Average Principal Salary (Middle)	\$95,440	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$127,416	\$128,853
Percent of Budget for Teacher Salaries	32.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

In the 2015-2016 school year, the Bass Lake Joint Union Elementary School District's Board of Trustees approved the scheduling of early release Mondays throughout the school year to support professional development. Topics are consistent with District Local Control Accountability Plan and the school's Single Plan for Student Achievement (SPSA). Specific curricular areas included in the plans are aligned to California Common Core Standards in English Language Arts and Mathematics. OES has the opportunity to select topics and presenters consistent with site goals/objectives aligned to the Single Plan for Student Achievement. OES has early release Mondays each week, and monthly grade level meetings for all teachers, allowing teachers to collaborate together on a variety of topics such as data analysis, monitoring grade level goals, common core standards, planning curriculum, technology integration, effective teaching strategies as well as specific topics outlined in District plan.