

# Oakhurst Elementary School School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

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

## **About This School**

### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Oakhurst Elementary School
<b>Street</b>	49495 School Road
<b>City, State, Zip</b>	Oakhurst, CA 93644
<b>Phone Number</b>	559.642.1580
<b>Principal</b>	Kathleen Murphy
<b>E-mail Address</b>	kmurphy@basslakesd.org
<b>Web Site</b>	www.basslakeschooldistrict.com
<b>CDS Code</b>	20651856024087

<b>District Contact Information</b>	
<b>District Name</b>	Bass Lake Joint Union Elementary
<b>Phone Number</b>	559.642.1555
<b>Superintendent</b>	Randall Seals
<b>E-mail Address</b>	rseals@basslakesd.org
<b>Web Site</b>	<a href="http://www.basslakeschooldistrict.com/">http://www.basslakeschooldistrict.com/</a>

### **School Description and Mission Statement (School Year 2018-19)**

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 400 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 63% 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.

Oakhurst Elementary School offers reading labs, replicated after the Response to Intervention Model, in which students in Grades 1-5 receive an in-school reading intervention pull-out program in the Tier II or Tier III reading lab, four days per week. Students identified for Tier II reading lab work with the school's Reading Specialist. Those identified for Tier III reading lab need more intensive instruction and work with the school's Resource Specialist. A variety of assessments are used to monitor student progress. This data drives the instructional program in the classroom in which teachers can provide differentiation of instruction to meet the needs of their diverse learners.

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 Positive Behavior Intervention Support (PBIS) School
- 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 chromebook
- 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 An Active Parent/Teacher Club
- 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 2017-18)**

Grade Level	Number of Students
Kindergarten	68
Grade 1	69
Grade 2	71
Grade 3	61
Grade 4	64
Grade 5	67
<b>Total Enrollment</b>	<b>400</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	4.0
Asian	2.0
Filipino	0.8
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.0
White	64.5
Socioeconomically Disadvantaged	68.0
English Learners	13.0
Students with Disabilities	3.5
Foster Youth	1.0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California "Wonders" Reading Program	Yes	0%
Mathematics	Eureka Math - California (K-5) and My Math (Grades 4 & 5)	Yes	0%
Science	Scott Foresman, K-5, materials are used in the classroom	No	0%
History-Social Science	Houghton-Mifflin K-5 History/Social Science Series is used in the classroom	No	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

### School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 22, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: June 22, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: June 22, 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	54.0	43.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	42.0	40.0	38.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	198	100.00	53.54
Male	93	93	100.00	48.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	105	105	100.00	58.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	55	100.00	41.82
White	122	122	100.00	56.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	125	100.00	47.20
English Learners	39	39	100.00	25.64
Students with Disabilities	17	17	100.00	11.76
Foster Youth	--	--	--	--

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

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

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	198	100	42.42
Male	93	93	100	40.86
Female	105	105	100	43.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	55	100	30.91
White	122	122	100	47.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	125	125	100	32.8
English Learners	39	39	100	20.51
Students with Disabilities	17	17	100	0
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	27.9	26.5

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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

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
  - MASS Ski School Instructors

- 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	1.2	2.7	3.5	2.4	3.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		25		3		23		3	
1	20	1	2		23		3		23		3	
2	22		3		18	3			24		3	
3	22		3		22		3		20	2	1	
4	26		10		24	1	10		27		10	
5	29		10		27		13	1	26		15	

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.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.4	7
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.4	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,683.20	1,205.31	7,477.89	58,001
District	N/A	N/A	7,908.69	\$60,883
Percent Difference: School Site and District	N/A	N/A	-5.6	-4.8
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	4.8	-8.6

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

The Bass Lake Joint Union Elementary School District's adopted mission statement as well as the Local Control Accountability Plan (District and School Site), both guide and drive the fiscal direction of Oakhurst Elementary School. As a school-wide Title I. Programs 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 II funding, State Preschool Program, core academic program with supplementary academic programs.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,402	\$44,375
Mid-Range Teacher Salary	\$57,448	\$65,926
Highest Teacher Salary	\$73,358	\$82,489
Average Principal Salary (Elementary)	\$93,942	\$106,997
Average Principal Salary (Middle)	\$93,942	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$137,282	\$121,894
Percent of Budget for Teacher Salaries	35.0	32.0
Percent of Budget for Administrative Salaries	7.0	7.0

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

### **Professional Development (Most Recent Three Years)**

---

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 and/or School site Local Control Accountability Plan. 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 site plan. 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.