

Oak Hill Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 School Contact Information

School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95843
Phone Number	(916) 338-6460
Principal	Parveen Saenz
Email Address	psaenz@centerusd.org
School Website	oakhill.centerusd.org
Grade Span	K-6
County-District-School (CDS) Code	34 73973 6107734

2025-26 District Contact Information

District Name	Center Joint Unified School District
Phone Number	(916) 338-6411
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
District Website	www.centerusd.org

2025-26 School Description and Mission Statement

Welcome to Oak Hill Elementary's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, staff, curricular programs, instructional materials, safety protocols, classroom environment, and conditions of facilities.

Oak Hill Elementary is a school of approximately 671 students in grades TK-6. It is our mission at Oak Hill elementary to empower ALL students to achieve their full potential.

2025-26 School Description and Mission Statement

To achieve our mission, Oak Hill staff will:

- Set and follow clear expectations for student behaviors and procedures by providing a positive and supportive environment.
- Foster lifelong learners who are flexible thinkers, problem solvers and active participants of society.
- Strengthen the ties, responsibility, and engagement between the students, school and local community.
- Create a strategic learning experience for all students that enables students to be lifelong learners.

Our Oak Hill Elementary staff have made the following commitments:

- We are committed to using evidence of student learning & a variety of instructional strategies to meet the needs and promote success for all students.
- We are committed to being positive and contributing members of our collaborative team.
- We are committed to a positive relationship using effective communication regarding student resources, strategies and information to help students succeed.
- We are committed to high expectations for learning, behavior and citizenship while attending to their social and emotional needs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	76
Grade 2	87
Grade 3	103
Grade 4	100
Grade 5	93
Grade 6	118
Total Enrollment	700

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	0.1
Asian	12.6
Black or African American	12
Filipino	3.7
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.1
White	36.7
English Learners	15.3
Foster Youth	0.4
Homeless	8.4
Socioeconomically Disadvantaged	61.4
Students with Disabilities	15.4

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.

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)	32.2	96.27	187.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.99	14.7	6.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.75	6.1	2.89	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.1	1.5	15831.9	5.67
Total Teaching Positions	33.5	100	211.7	100	279044.8	100

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)	31.4	96.89	184	85.96	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.8	1.33	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.08	8.7	4.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.6	2.65	11746.9	4.23
Unknown/Incomplete/NA	0	0	12.7	5.96	14303.8	5.15
Total Teaching Positions	32.4	100	214	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	30	90.91	182.1	79.47	230039.4	100
Intern Credential Holders Properly Assigned	1	3.03	5	2.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.06	21.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.5	2.85	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.5	5.92	13705.8	4.91
Total Teaching Positions	33	100	229.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	1.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	11.1	0
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	5.5	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Oak Hill Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

The district certified to the governing board on August 21, 2024 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected

August 20, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders, K-6, 2015	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	0%
Science	FOSS NGSS 2022 Amplify 2018 -- 6th grade	0%
History-Social Science	Studies Weekly 2018	0%

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

School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties. The administration and staff of Oak Hill Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is: Good.

Year and month of the most recent FIT report

11/04/25

School Facility Conditions and Planned Improvements

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	San Francisco Bay (Rooms 15-17): Carpet has stains Monterey Bay (Rooms 12-14): Carpet stained Mission Bay 0 (Room 26): Carpet stained Mission Bay 1 (Room 27): Carpet stained Mission Bay 2 (Room 28): Carpet stained Mission Bay 3 (Room 29): Carpet stained Mission Bay 4 (Room 30): Carpet stained Mission Bay 5 (Room 31): Carpet stained Mission Bay 6 (Room 32): Carpet stained Tule Lake 2 (Room 36): Carpet stained Tule Lake 3 (Room 35): Carpet stained Tule Lake 5 (Room 33): Carpet stained Tule Lake 0 (Room 38): Carpet stained
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	38	35	38	47	48
Mathematics (grades 3-8 and 11)	26	22	24	25	35	37

2024-25 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	434	422	97.24	2.76	37.77
Female	193	190	98.45	1.55	43.16
Male	241	232	96.27	3.73	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	59	57	96.61	3.39	45.61
Black or African American	50	50	100.00	0.00	32.00
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	100	99	99.00	1.00	36.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	35	92.11	7.89	42.86
White	167	161	96.41	3.59	34.16
English Learners	78	69	88.46	11.54	10.14
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	27.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	275	263	95.64	4.36	30.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	8.33

2024-25 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	434	429	98.85	1.15	22.38
Female	193	192	99.48	0.52	20.31
Male	241	237	98.34	1.66	24.05
American Indian or Alaska Native	--	--	--	--	--
Asian	59	59	100.00	0.00	32.20
Black or African American	50	49	98.00	2.00	14.29
Filipino	16	15	93.75	6.25	40.00
Hispanic or Latino	100	100	100.00	0.00	17.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	15.79
White	167	164	98.20	1.80	23.78
English Learners	78	75	96.15	3.85	13.33
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	17.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	275	272	98.91	1.09	17.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	63	98.44	1.56	12.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.33	30.1	22.16	27.66	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	103	99.04	0.96	30.10
Female	47	46	97.87	2.13	26.09
Male	57	57	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	41	40	97.56	2.44	30.00
English Learners	21	20	95.24	4.76	5.00
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	56	98.25	1.75	17.86
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.

2024-25 California Physical Fitness Test Participation Rates

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	70%	70%	70%	70%	70%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents are informed of upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and the school website.

Oak Hill Elementary School has an active PTA providing many opportunities for students and parents to participate in activities outside of the school day, as well as during the school day. Parents may contact any PTA board member at (916) 338-6460 for more information on how to become involved in their child's learning environment. Parents are encouraged to join any of our parent groups which include PTA, School Site Council, English Learner Advisory Council, and District English Learner Advisory Council.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	784	759	136	17.9
Female	359	346	47	13.6
Male	425	413	89	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	103	98	6	6.1
Black or African American	99	93	28	30.1
Filipino	29	26	7	26.9
Hispanic or Latino	199	195	42	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	60	9	15.0
White	287	281	41	14.6
English Learners	147	140	13	9.3
Foster Youth	--	--	--	--
Homeless	78	76	22	28.9
Socioeconomically Disadvantaged	510	491	104	21.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	131	31	23.7

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

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.25	3.11	4.46	6.87	5.59	5.27	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0.14	0.1	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46	0.00
Female	1.67	0.00
Male	6.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	3.45	0.00
Hispanic or Latino	4.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.56	0.00
White	3.14	0.00
English Learners	1.36	0.00
Foster Youth	0.00	0.00
Homeless	5.13	0.00
Socioeconomically Disadvantaged	4.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.46	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.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The safety plan was reviewed with the School Site Council on December 14, 2024.

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.

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	22	1	4	0
1	24	0	4	0
2	20	1	4	0
3	24	0	4	0
4	31	0	4	0
5	32	0	2	1
6	28	0	4	0
Other	4	1	0	0

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	24	0	3	0
1	20	3	1	0
2	24	0	4	0
3	26	0	4	0
4	31	0	2	0
5	30	0	4	0
6	30	0	3	0
Other	2	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		3	
1	24		3	
2	20	3	1	
3	24		4	
4	32		1	
5	30		3	
6	29		4	
Other	16	3	1	

2024-25 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	678

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8805	2687	6118	85042
District	N/A	N/A	10098	\$86,905
Percent Difference - School Site and District	N/A	N/A	-49.1	4.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-55.1	-3.0

Fiscal Year 2024-25 Types of Services Funded

Oak Hill is committed to supporting all students in the areas of academics, behavior, and social-emotional development.

ACADEMICS:

Implementation of Multi-Tiered Systems of Supports (MTSS) and Professional Learning Communities (PLC)
 Tier 1 Student Support Plans and Tier 2 Specific, Measurable, Attainable, Results based, Time bound (SMART) Goals
 Small Group Targeted Interventions (What I Need "WIN" time)
 Intervention/Title 1 services for ELA and Math
 Designated time focusing on English Language Development (ELD)
 In class workshop/small group time
 Student Success Team meetings
 Parent Communication (emails, auto-dialer messages, phone calls, personal parent meetings, written communication, marquee)
 Staff Professional Development
 Staff Collaboration

BEHAVIOR:

PBIS School (Positive Behavior Intervention and Supports)
 Tier 1 incentives: Otter Dollars, monthly Otter Awards, Otter Day Rallies
 Tier 2: Check-in, Check-out, Tier 2 Case Management
 Safe School Ambassador (SSA) Program

EXTRA-CURRICULAR CLUBS & ACTIVITIES:

Gifted & Talented Education (GATE)
 SEVA Video Club
 Otter Outlook Production Club
 Student Council
 Yearbook Club
 Health Club
 Chess Club
 Running Club
 Clubs options are based on student requests.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,170	\$57,978
Mid-Range Teacher Salary	\$79,158	\$89,612
Highest Teacher Salary	\$110,185	\$117,194
Average Principal Salary (Elementary)	\$121,310	\$143,632
Average Principal Salary (Middle)	\$130,674	\$149,447
Average Principal Salary (High)	\$154,263	\$162,334
Superintendent Salary	\$280,900	\$234,076
Percent of Budget for Teacher Salaries	28.49%	27.81%
Percent of Budget for Administrative Salaries	4.17%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Decisions concerning the selection of staff development topics are performed by the Curriculum and Instruction office, the site administration, and site staff. These decisions are based on state assessment results, data analysis and teacher input.

The staff at Oak Hill engage in ongoing cycles of inquiry within Professional Learning Communities (PLC) as they collaborate to examine data and evidence of student learning for instructional planning purposes. Professional learning opportunities are embedded throughout the year to support teachers towards refining their craft to best support the needs of the students we serve. Support for new teachers are offered through peer coaching and mentoring. Classified staff members receive targeted professional development focused on teaching strategies and curriculum content.

Professional Development

Teachers and staff have been offered and participated in the following professional learning opportunities:

- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Calibrating Writing Rubrics
- Focused Interim Assessment Blocks (Placer County Office of Education)
- PBIS Training (Placer County Office of Education)
- Pro-Act Training
- Professional Learning Communities (PLC)
- Paraeducator Training

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	