School Accountability Report Card
Reported Using Data from the
2022–23 School Year
California Department of Education

For   *Oak Hill School*

Address:300 Sunny Hills Drive #6, San Anselmo, CA, 94960 **Phone:**4154577601
Principal: Deirdre Sheerin   **Grade Span:** Ungraded age 6-22

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2023–24)

Entity	Contact Information
District Name	N/A
Phone Number	N/A
Superintendent	N/A
Email Address	N/A
Website	N/A

Table 2: School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Oak Hill School
Street	300 Sunny Hills Drive
City, State, Zip	San Anselmo, ca, 94960
Phone Number	4154577601
Principal	Deirdre Sheerin, Executive Director
Email Address	dsheerin@myoakhill.org
Website	www.theoakhillschool.org
County-District-School (CDS) Code	21750027104474

Table 3: School Description and Mission Statement (School Year 2023–24)

[Narrative provided by the LEA]
[Use this space to provide information about the school, its program, and its goals.]

Table 4: Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	1
Grade 3	
Grade 4	1
Grade 5	2
Grade 6	1
Grade 7	3
Grade 8	5
Grade 9	6
Grade 10	7
Grade 11	1
Grade 12	6
Ungraded Secondary	23
Total Enrollment	56

Table 5: Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	14
Male	80
Non-Binary	5
American Indian or Alaska Native	0
Asian	13
Black or African American	11
Filipino	0
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	4
Two or More Races	14
White	66
English Learners	4
Foster Youth	2
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	5
Students with Disabilities	100

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.

Table 6: Teacher Preparation and Placement (School Year 2020–21)

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)	7	100				
Intern Credential Holders Properly Assigned	0					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	7	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.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

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)	7	100				
Intern Credential Holders Properly Assigned	0					
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0					
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0					
Unknown/Incomplete/NA	0					
Total Teaching Positions	7	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.

**Table 8: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

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

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	YES	0
Mathematics	2017	YES	0
Science	2017	YES	0
History-Social Science	2017	YES	0
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

Table 12: School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

Oak Hill is reviewed yearly by the CDE and recently recertified December 2021. Oak Hill maintains a clean, modern and safe campus. Together with our partners at Side by Side, owner of our property, perform regular site inspections and address all repairs as needed. There are no needed repairs at this time.

Table 13: 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: [DPL]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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

Year and month of the most recent FIT report: [DPL]

Table 14: Overall Rating

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 Assessment [CAA] 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 CAA. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts/Literacy (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA
Mathematics (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA

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.

Note: 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.

Table 16: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	8	33%	66%	
Female	4	-	-	-	-
Male	20	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
English Learners	-	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	24	-	-	-	-

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

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.

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	8	33%	66%	
Female	4	-	-	-	-
Male	20	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
English Learners	-	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	-	-	-	-	-
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	24	-	-	-	-

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

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.

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.

Table 18: 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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8 and high school)	NA	NA	NA	NA	NA	NA

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 in a science assessment.

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.

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.

Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	Table no applicable				
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

Table 20: Career Technical Education (CTE) Programs (School Year 2022–23)

[Narrative provided by the LEA]
• Students age 15-16 and older have the opportunity to participate in on-site jobs at Oak hill School. On-site jobs include, but are not limited to, recycling, shredding, tiling, garden and landscape work, service and cleanup, bicycle repair and maintenance. • Students age 15-16 and older have the opportunity to participate in off-site work experience. Offsite jobs include local businesses such as Swirl, Fairfax Library, Creek Side Restaurant and more. • students ages 15-16 and older have Individualized Transition Plans addressing their program through post high school.

Table 21: Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	23
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Table 23: California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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: 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.

Table 24: Opportunities for Parental Involvement (School Year 2023–24)

[Narrative provided by the LEA]
Parents are critical members of the team at Oak Hill School. Family Team Meetings precede each IEP and meetings about the program are scheduled regularly. Each classroom at Oak Hill School has a volunteer Room Parent. There are several members or the BOD, and parents support the program in a variety of other ways

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;

- High school graduation rates; and

- Chronic Absenteeism

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0	0	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	100	100	100	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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.

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	6	6	100
Female	1	1	
Male	5	5	
Non-Binary			
American Indian or Alaska Native			
Asian	1	1	
Black or African American			
Filipino			
Hispanic or Latino	1	1	
Native Hawaiian or Pacific Islander			
Two or More Races			
White	4	4	
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities	6	6	

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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.

Table 27: Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	56	0	0	0
Female	14	0	0	0
Male	80	0	0	0
Non-Binary	5	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	13	0	0	0
Black or African American	11	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	9	0	0	0
Native Hawaiian or Pacific Islander	4	0	0	0
Two or More Races	14	0	0	0
White	66	0	0	0
English Learners	4	0	0	0
Foster Youth	2	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0
Students Receiving Migrant Education Services	5	0	0	0
Students with Disabilities	100	0	0	0

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.

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

Table 28: Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0	0	0	NA	NA	NA			
Expulsions	0	0	0	NA	NA	NA			

Note: To protect student privacy, double 0dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 29: Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

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.

Table 30: School Safety Plan (School Year 2023–24)

[Narrative provided by the LEA]
This plan is updated annually and regularly reviewed with staff. The top priority of all activity at Oak Hill should be the safety of all participants: students, staff, and the community. The following procedures and protocols are in place to ensure the safety of all involved.   1. Prevention a. It is the responsibility of all Oak Hill staff to seek out and identify potential risks to the environment and either address them or bring them to the attention of the administration. 2. in case of a fire or fire drill: a. Please examine

the evacuation route of any classroom you work in. In the event of a fire or fire drill, all students and start must line up on the field beyond the Mac parking lot. 3. First Aid a. First aid kits are located in the middle room of Building 6. Report all injuries using an Incident Report Form. See below for information about incident Report Forms. h. Any injury to a staff member should be reported immediately to the director of administration. 4. Blood borne pathogens and universal precautions a . A blood borne pathogen is a microorganism present in human blood and other bodily fluids (e.g. urine, vomit, etc.) that can cause disease. b. Universal precautions mean that we treat all blood or bodily fluids as if it contains blood borne pathogens. c. Personal Protective Equipment (e.9. gloves, etc.) must be used when contact with bodily fluids may happen. d. After contact with bodily fluids, handwashing is necessary. If accidental exposure happens, inform administration to see that necessary steps are taken to clean contaminated areas. 5. Supervision Protocol General Guidelines. It Is the responsibility of the classroom teacher to ensure that all students are supervised at all times.

Adequate supervision requires that all students are within the line of sight of an Oak Hill staff member at all times; the staff member must be aware that he or she is responsible for supervising students. The following times are of special significance:

•Any time a student is a classroom, therapy room, or the multi-purpose room, a staff member must be in that room with them or in an adjacent room with the door open. • Transfer of student supervision, i.e. "hand-offs" (e.g. from classroom to therapy, when one staff member leaves for break, etc.)m u s tb e acknowledged explicitly. • Students who require down time, alone time, or time away from staff must be within the line of sight of an Oak Hill staff member, albeit from a distance. • When a student is on the trampoline, it is necessary to have a staff member at the trampoline.

Special Considerations for "Flight Risks" The nature of the Oak Hill student population is such that there are/ will be students who pose a "flight risk"; that is, a student's behavioral profile may include eloping, fleeing, or running away. In each of these cases, this behavior must be identified in his/her Behavior Support Plan with additional protocol unique to this student.

Administrative support is necessary for any attempt to flee campus. Staff members should not follow students off campus alone.

An Incident Report should be filed anytime a student is off campus without permission.

Protocol for Traveling Off campus It is the responsibility of the classroom teacher to ensure that all students are supervised at all times. When traveling off campus.

At least one cell phone must accompany the group; the cellphone must have all relevant phone numbers on it, including Oak Hill front desk and administration. • When traveling in a group, students should be counted regularly. *One staff member should be designated as leader and another as "sweep"; that is, one should be first and one should be last. • When entering ab u s or van, a start member should be first on and last off.

street safety special considerations for walking on streets and sidewalks is critical:

•When crossing the street with a group, a staff member should be first to enter the street and last to leave it. One staff member may stand in the middle to serve as a crossing guard. • Younger students should hold hands to cross streets. • Special considerations should be taken on Sunny Hills Drive, which isoften lightly trafficked. • Treat each street crossing as a "teachable moment"; ensure that students understand safety procedures.

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.

Table 31: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	1		

*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.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	1		

*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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8	1		

*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.

Table 34: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	8	6	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	8	6	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8	6	0	0
Mathematics	8	6	0	0
Science	8	6	0	0
Social Science	8	6	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	NA

*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.

Table 38: Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Occupational Therapist	2
Teaching Assistants	23
Other	

*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.

Table 39: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	72000
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Table 40: Types of Services Funded (Fiscal Year 2022–23

[Narrative provided by the LEA]
Oak Hill School otters multidisciplinary, collaborative approach to education. Each student is supported by a fully credentialed classroom teacher and teaching assistants, a speech language pathologist, occupational therapist and a school psychologist. We supplement our program with music and art.

Table 41: Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	Table not Applicable	
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Table 42: Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses*:*

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*	0

*Where there are student course enrollments of at least one student.

Table 43: Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	4