

Oak Hills Elementary School



**A National Blue Ribbon School
A California Distinguished School**

1010 North Kanan Road, Oak Park, CA 91377
(818) 707-4224

Grades Kindergarten Through Five
Leslie Heilbron, Principal
www.opusd.k12.ca.us

2006-2007 School Accountability Report Card

Oak Park Unified School District

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Assistant Superintendent
Business & Administrative Services

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Assistant Superintendent
Educational Services



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Principal's Message

Oak Hills Elementary School is located on eight acres in the suburban community of Oak Park in Ventura County. Our accomplished faculty has a united focus in providing challenging and meaningful experiences for our students. We view every child as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities that match the instructional level of the child. Our curriculum provides a thematic, meaning-centered, integrated, hands-on experience for all children in all areas. Children also grow socially and emotionally through our emphasis on social responsibility and citizenship. Our vision dictates that we provide an interesting and intrinsically-motivating, educational context for rigorous academic standards. In this way we are most likely to inspire students to become able, confident life-long learners who contribute to our society.

Vision Statement

Oak Hills Elementary School, a learning community of children, staff, parents, corporations, and organizations, enhances children's lives by actively engaging them in meaningful learning experiences. These experiences empower our students to become creative, productive, socially responsible, life-long learners and problem solvers who successfully contribute to a culturally diverse and technologically evolving society.

District & School Profile

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by Oak Park Unified School District. In the past year, the community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for district students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, and one independent study school. In 2006-07, the Oak Park Unified School District educated 3,775 kindergarten through twelfth grade students. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

Oak Hills Elementary School has twice been recognized as a National Blue Ribbon School, most recently in 2001. The school also has twice earned the California Distinguished School award. The school's visual and performing arts program has been honored with the Los Angeles County Music Center's Bravo Award and the California Department of Education's Excellence in the Arts Award. During the 2006-07 school year, 398 students were enrolled in grades kindergarten through five. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2006-07

| | Percentage |
|-------------------------|------------|
| African American | 1.8% |
| American Indian | 0.5% |
| Asian | 15.1% |
| Caucasian | 75.1% |
| Filipino | 1.5% |
| Hispanic | 3.3% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 2.8% |

Contact Information

Parents who wish to participate in Oak Hills Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (818) 707-7922, or visit the school's website at <http://www.opusd.k12.ca.us/>.

Suspensions and Expulsions

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 0 | 0 | 6 | 93 | 125 | 156 |
| Suspension Rate | 0.00% | 0.00% | 1.51% | 2.46% | 3.31% | 4.13% |
| Expulsions | 0 | 0 | 0 | 2 | 0 | 0 |
| Expulsion Rate | 0.00% | 0.00% | 0.00% | 0.05% | 0.00% | 0.00% |

Enrollment & Attendance

Regular attendance at Oak Hills Elementary School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The chart displays the enrollment trend for the past three years.

Enrollment Trend by Grade Level

| | 2004-05 | 2005-06 | 2006-07 |
|-----|---------|---------|---------|
| K | 49 | 57 | 59 |
| 1st | 60 | 44 | 60 |
| 2nd | 78 | 71 | 55 |
| 3rd | 71 | 78 | 69 |
| 4th | 72 | 76 | 78 |
| 5th | 96 | 77 | 77 |

Class Size

Oak Hills Elementary School maintained a school-wide average class size of 22 students with a pupil to teacher ratio of 20:1 for the 2006-07 school year. The following chart shows the average class size by grade for grades K-5. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution

| | Average Class Size | Classrooms Containing: | | | | | | | | | | |
|---------|--------------------|------------------------|----|----|----------------|----|----|--------------|----|----|---|---|
| | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | |
| | | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | |
| K | 17 | 19 | 20 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1st | 20 | 17 | 20 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2nd | 20 | 18 | 18 | 4 | 3 | 3 | 0 | 1 | 0 | 0 | 0 | 0 |
| 3rd | 18 | 20 | 17 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4th | 24 | 28 | 30 | 0 | 1 | 0 | 3 | 2 | 2 | 0 | 0 | 0 |
| 5th | 32 | 30 | 32 | 0 | 0 | 0 | 3 | 2 | 2 | 0 | 0 | 0 |
| K-3 | 0 | 20 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4th-8th | 0 | 30 | 33 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |

Parent Involvement

Oak Hills Elementary greatly benefits from its supportive parents who are involved in the success of our students. The school has a strong base of parent volunteers who donate over 18,000 hours to the school annually through PTA, classroom and school functions. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including The Great Race sponsored by Dole Foods. The school also sponsors a community garden.

Instructional Materials

Oak Park Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support Oak Hills Elementary School's instructional program, as well as provides students with their own individual standards-aligned textbooks. Oak Park Unified School District held a Public Hearing on October 18, 2007 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks, instructional materials, or science lab equipment, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks. The district follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. The district forms committees of administrators and teachers to establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals. The committee's recommendation is presented to the Board of Education for final adoption. The chart to the right displays data collected in January 2008 in regards to the textbooks in use at Oak Park's elementary schools.

District-Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year | Sufficient |
|--------------|------------------------|------------------------|---------------|------------|
| K-5 | History/Social Science | Harcourt | 2006 | Yes |
| K-3 | Mathematics | Houghton Mifflin | 2003 | Yes |
| 4th-5th | Mathematics | McGraw-Hill | 2003 | Yes |
| K-5 | Reading/ Language Arts | Houghton Mifflin | 2002 | Yes |
| K-5 | Science | Harcourt | 2000 | Yes |
| K-2 | Health | Harcourt | 2006 | Yes |
| 3-5 | Health | MacMillan/ McGraw Hill | 2006 | Yes |

The school's library, staffed by a part-time librarian, is stocked with 10,500 books that are available for students to check out. An automated system tracks library inventory. Resources such as audiotapes, videos, newspapers and periodicals are also available for classroom use and student research. Students visit the library weekly with their classes.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Training & Curriculum Improvement

All training and curriculum development at Oak Hills Elementary School revolves around providing the best education for all students. Teachers align classroom curriculum to the California State Content Standards and Frameworks to ensure that all students either meet or exceed state proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies. Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

Counseling & Support Staff

It is the goal of Oak Hills Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Oak Hills Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. The counselor to pupil ratio is 1:398. The following resources are available to all students at Oak Hills Elementary School.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor | 1 | 0.3 |
| Health Clerk | 1 | 0.5 |
| Instructional Aides | 6 | 3.2 |
| Librarian/library media teacher | 1 | 0.5 |
| Nurse | 1 | As Needed |
| Psychologist | 1 | 0.2 |
| Resource Specialist | 1 | 1.0 |
| Resource Specialist Aide | 4 | 3.5 |
| Speech and Language Specialist | 2 | 0.8 |

Oak Park Unified School District has moved to block scheduling at the elementary school level to utilize fluid groupings to meet specific student needs. Teachers now provide differentiated instruction based on fluid grouping of students. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. Grouping students based on their level of achievement in Language Arts and Math allows them to work with teachers trained to meet their specific needs in these core subjects.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom.

Oak Hills Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers, literacy aides, and fluid grouping in Language Arts and Math are some of the ways Oak Hills Elementary School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. A part-time instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible. The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resources specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program.

In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

Teacher Assignment

Oak Park Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Oak Hills Elementary School had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|----------|-------|
| | School | | District | |
| | 04-05 | 05-06 | 06-07 | 06-07 |
| Fully Credentialed | 23 | 23 | 21 | 179 |
| Without Full Credentials | 1 | 0 | 0 | 1 |
| Working Outside Subject | 0 | 0 | 0 | 16 |

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English learners (EI) and who were not properly certificated to teach EI students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year. For the 2007-08 school year, the most current available data are reported.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 05-06 | 06-07 | 07-08 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 95.00% | 5.00% |
| District | 96.00% | 4.00% |
| High-Poverty Schools in District | 0.00% | 0.00% |
| Low-Poverty Schools in District | 96.30% | 3.70% |

Physical Fitness

In the spring of each year, Oak Hills Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In 2006-07, 58.8% of fifth grade students at Oak Hills Elementary School met all six fitness standards.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

CAT/6 Norm Referenced Test

| | % At or Above 50th Percentile | | | | | |
|----------|-------------------------------|-----|----|------|----|----|
| | Reading | | | Math | | |
| | 05 | 06 | 07 | 05 | 06 | 07 |
| | All Students | | | | | |
| School | 81 | 85 | 78 | 91 | 87 | 91 |
| District | 73 | 72 | 74 | 87 | 85 | 86 |
| State | 36 | 37 | 38 | 55 | 55 | 56 |
| | Males | | | | | |
| School | 76 | 78 | 76 | 94 | 92 | 88 |
| | Females | | | | | |
| School | 86 | 90 | 80 | 89 | 83 | 94 |
| | Asian | | | | | |
| School | * | 100 | * | * | 92 | * |
| | Caucasian | | | | | |
| School | 82 | 81 | 79 | 89 | 86 | 91 |
| | Students with Disabilities | | | | | |
| School | 65 | 50 | | 82 | 73 | |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (AYP)

| Met AYP Criteria | School | | District | |
|--------------------|-------------------------|-------------|-------------------------|-------------|
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Made AYP Overall | Yes | | Yes | |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

Federal Intervention Programs

| | School | District |
|---------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | Not In PI |
| First Year in PI | - | - |
| Year in PI (2007-08) | - | - |
| # of Schools Currently in PI | - | 0 |
| % of Schools Identified for PI | - | 0.00% |

API School Results

| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
|----------------------|----------------|-------|-------|-----------------------|
| | Statewide Rank | - | 10 | |
| Similar Schools Rank | - | 6 | 9 | |
| | All Students | | | |
| Actual Growth | B | 21 | -6 | 927 |
| | Caucasian | | | |
| Actual Growth | - | 24 | -9 | 921 |

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science for the most recent three-year period, is shown in the chart.

| California Standards Test (CST) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|----|----|----|-----|----|-----|----|----|----|----|----|------|-----|----|---------|-----|----|-----|----|----|----|-----|----|----|----|----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Language Arts | | | | | | | | | | | | Math | | | Science | | | | | | | | | | | |
| | 2 | | | 3 | | | 4 | | | 5 | | | 2 | | | 3 | | | 4 | | | 5 | | | 5 | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 83 | 84 | 87 | 74 | 89 | 79 | 86 | 79 | 90 | 77 | 82 | 80 | 88 | 90 | 89 | 91 | 93 | 92 | 79 | 80 | 76 | 78 | 84 | 84 | 64 | 81 | 76 |
| District | 79 | 84 | 86 | 73 | 77 | 76 | 88 | 83 | 87 | 78 | 85 | 80 | 86 | 89 | 87 | 87 | 85 | 86 | 85 | 80 | 76 | 75 | 84 | 77 | 66 | 74 | 69 |
| State | 42 | 47 | 48 | 31 | 36 | 37 | 47 | 49 | 51 | 43 | 43 | 44 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54 | 56 | 44 | 48 | 49 | 28 | 32 | 37 |
| Males | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 82 | 84 | 77 | 59 | 86 | 73 | 89 | 70 | 88 | 71 | 78 | 77 | 92 | 91 | 86 | 94 | 86 | 91 | 86 | 80 | 75 | 79 | 93 | 86 | 63 | 80 | 73 |
| District | 77 | 79 | 85 | 60 | 77 | 69 | 88 | 76 | 84 | 76 | 81 | 75 | 90 | 88 | 87 | 84 | 87 | 83 | 86 | 75 | 79 | 72 | 86 | 74 | 67 | 78 | 67 |
| State | 39 | 43 | 44 | 29 | 33 | 33 | 44 | 46 | 48 | 39 | 40 | 41 | 58 | 59 | 59 | 56 | 58 | 58 | 50 | 54 | 56 | 43 | 48 | 48 | 32 | 34 | 38 |
| Females | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 85 | 84 | 94 | 89 | 90 | 86 | 84 | 89 | 93 | 83 | 87 | 83 | 85 | 89 | 91 | 89 | 98 | 94 | 70 | 80 | 77 | 78 | 76 | 80 | 65 | 82 | 80 |
| District | 82 | 90 | 88 | 85 | 76 | 83 | 89 | 92 | 89 | 81 | 89 | 85 | 82 | 89 | 87 | 89 | 83 | 89 | 85 | 85 | 75 | 76 | 80 | 80 | 64 | 72 | 72 |
| State | 45 | 50 | 53 | 35 | 39 | 41 | 52 | 54 | 55 | 46 | 47 | 48 | 55 | 57 | 58 | 54 | 56 | 57 | 51 | 55 | 58 | 45 | 48 | 49 | 26 | 30 | 35 |
| Asian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 100 | * | * | * | 100 | * | 100 | * | 93 | 79 | 92 | * | 92 | * | * | * | 100 | * | 100 | * | 93 | 93 | 100 | * | 86 | 92 | * |
| District | 100 | 91 | 92 | 76 | 97 | 84 | 100 | 88 | 98 | 88 | 95 | 89 | 97 | 100 | 92 | 96 | 100 | 93 | 98 | 96 | 95 | 91 | 94 | 96 | 88 | 82 | 92 |
| State | 66 | 70 | 73 | 54 | 59 | 60 | 71 | 73 | 73 | 67 | 67 | 68 | 79 | 81 | 81 | 81 | 82 | 82 | 79 | 81 | 83 | 74 | 76 | 77 | 50 | 54 | 60 |
| Caucasian | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | 83 | 88 | 88 | 74 | 88 | 77 | 84 | 80 | 92 | 77 | 79 | 78 | 88 | 90 | 88 | 93 | 91 | 91 | 75 | 77 | 75 | 77 | 83 | 83 | 61 | 79 | 75 |
| District | 78 | 86 | 86 | 73 | 75 | 76 | 87 | 85 | 85 | 77 | 82 | 80 | 84 | 87 | 87 | 88 | 83 | 85 | 83 | 78 | 74 | 73 | 81 | 76 | 63 | 74 | 67 |
| State | 61 | 65 | 66 | 51 | 55 | 56 | 68 | 69 | 71 | 63 | 63 | 64 | 73 | 74 | 74 | 70 | 73 | 72 | 65 | 68 | 70 | 58 | 64 | 63 | 49 | 52 | 58 |
| Students with Disabilities | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School | * | 82 | * | 47 | 67 | * | 67 | 39 | * | * | * | * | 91 | * | * | 82 | 73 | * | 50 | 61 | * | * | * | * | * | * | * |
| District | 60 | 66 | 0 | 46 | 50 | * | 69 | 50 | * | 49 | 54 | * | 66 | 72 | 0 | 77 | 59 | * | 62 | 57 | * | 43 | 54 | * | 43 | 51 | * |
| State | 19 | 23 | 23 | 13 | 16 | 16 | 19 | 20 | 21 | 15 | 14 | 15 | 33 | 34 | 34 | 29 | 31 | 31 | 22 | 25 | 27 | 17 | 18 | 19 | 12 | 14 | 16 |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

District Assessments

The SRI is an assessment of reading comprehension. Students are scored with a lexile level designed to help them choose books appropriate to their reading skills. The SRI lexile levels are similar to those on the California Standards Tests (Advanced, Proficient, Basic, Below Basic); however, the SRI has a higher threshold for attainment of "proficient" and "advanced" than the CST.

The DIBELS Oral Reading Fluency assessment measures the number of correct words per minute that students can read aloud, which directly relates to their level of reading comprehension. Students who score in the "low risk" category on DIBELS are at or above grade level benchmarks for reading.

| Scholastic Reading Inventory (SRI) | | | | | |
|--------------------------------------|-----|-----|-----|-------------|--|
| 2006-07 Final Assessment | | | | | |
| % Of Proficient or Advanced Students | | | | | |
| 2 | 3 | 4 | 5 | School-wide | |
| 90% | 81% | 78% | 88% | 84% | |

| DIBELS | | | | |
|---------------------------|-----|-----|-----|------------|
| 2006-07 Assessment Report | | | | |
| % of "Low Risk" Students | | | | |
| | 1 | 2 | 3 | All Grades |
| School | 95% | 92% | 90% | 93% |
| District | 94% | 92% | 92% | 93% |

School Facilities & Safety

Oak Hills Elementary School provides a safe, clean environment for students, staff, and volunteers. The school sits on eight acres and was built in 1988. Facilities span 29,880 in permanent square footage and 8,820 in portable square footage and include a library, a multipurpose room, a computer lab, a playground, and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart displays the results school facility inspections completed in November 2007 and April 2008.

Safety

Safety of students and staff is a primary concern of Oak Hills Elementary School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitors badge while on campus, to be respectful of the learning process, and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors monitor school grounds.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: Child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

School staff evaluates the plan annually and updates the plan as needed. The plan was updated and submitted for Board approval in the Spring of 2006 and reviewed with school staff at the beginning of the 2006-07 school year and throughout the school year. A copy of the plan is available for public review at the school.

Cleaning Process

One full-time and one part-time custodian ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district budgeted \$300,444 for the deferred maintenance program. This represents 1% of the district's general fund budget.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 11/13/2007 | | | | |
| Overall Summary of School Facility Conditions: Fair | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | Kitchen - Deficient ventilation. B-pod electrical rm - Poor ventilation. |
| Windows/Doors/Gates/Fences (Interior and Exterior) | X | | | |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | | | X | Rm 16 - Roof tile. Rm 17 - Ceiling tiles. Rm 18 - Stained ceiling tiles. Library - Dark spot at entrance. Rm 19 - Warped ceiling tiles. |
| Hazardous Materials (Interior and Exterior) | X | | | |
| Structural Damage | | | X | K Playground - Floor cracks, uneven. Playground - Warped hardball courts- holes. |
| Fire Safety | | | X | Rm 18 - Hidden pull station. Rm 23 - No pull station, no fire extinguisher, no alarm signal. Kitchen - No smoke detector. B-pod electrical rm - Stuff stored in front of electric panels. Rm 24 - Unreachable pull station. |
| Electrical (Interior and Exterior) | X | | | Staff lounge and work room - 10 bad light bulbs. Rm 19 - 16 bad light bulbs. Rm 24 - Broken box outlet. |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (Inside and Outside) | X | | | Rm 14 - Too much pressure on fountain. Playground - Clogged. |
| Restrooms | X | | | |
| Sewer | X | | | |
| Roofs (observed from the ground, inside/outside the building) | X | | | |
| Playground/School Grounds | X | | | |
| Overall Cleanliness | X | | | |

District Expenditures

Oak Park Unified School District spent an average of \$6,980 to educate each student (based on 2005-06 audited financial statements). The chart provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$5,575 |
| From Restricted Sources | \$643 |
| From Unrestricted Sources | \$4,932 |
| District | |
| From Unrestricted Sources | \$5,888 |
| Percentage of Variation between School & District | 16.24% |
| State | |
| From Unrestricted Sources | \$4,943 |
| Percentage of Variation between School & State | 0.22% |

In addition to general state funding, Oak Park Unified School District received state and Federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principals - Superintendent | | |
| 2005-06 | | |
| | District | State |
| Beginning Teachers | \$38,521 | \$36,572 |
| Mid-Range Teachers | \$60,922 | \$55,815 |
| Highest Teachers | \$80,377 | \$70,985 |
| Elementary School Principals | \$87,989 | \$86,995 |
| Middle School Principals | \$97,318 | \$90,820 |
| High School Principals | \$108,460 | \$96,447 |
| Superintendent | \$131,950 | \$128,495 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 46.0% | 39.3% |
| Administrative Salaries | 5.7% | 5.8% |

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$67,110 |
| District | \$62,994 |
| Percentage of Variation | 6.53% |
| School & State | |
| All Unified School Districts | \$56,613 |
| Percentage of Variation | 18.54% |

Data Sources

Data within the SARC was provided by Oak Park Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

