Oakdale Heights Elementary School

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	Oakdale Heights Elementary School
Street	2255 Las Plumas Ave.
City, State, Zip	Oroville, CA 95966
Phone Number	530 -532-3004
Principal	Thomas Schao
Email Address	tschao@ocesd.net
School Website	https://www.ocesd.org/o/oakdale-heights-elementary
Grade Span	K-5
County-District-School (CDS) Code	04615076003255

2025-26 District Contact Information

District Name	Oroville City Elementary School Disrtict
Phone Number	(530) 532-3000
Superintendent	Dr. Spencer Holtom
Email Address	sholtom@ocesd.net
District Website	http://ocesdca.apptegy.us/o/ocesd

2025-26 School Description and Mission Statement

Welcome to Oakdale Heights Elementary School!
At Oakdale Heights, we are proud of our dedicated and talented team of educators and staff. Together, we are committed to fostering a supportive and engaging environment where every student can thrive. Our guiding principles are:

Ensure a safe, positive, and orderly learning environment.
Continuously improve academic instruction and programs.
Strengthen communication and collaboration between home, school, and the community.
We believe that strong communication between families and the school is essential to the success of our students. To keep

2025-26 School Description and Mission Statement

families informed and involved in their child's education, we've developed a comprehensive Parent Handbook. Moreover, parent get are invited to meet teachers to learn learn about grade level curriculum in our Back to School Night, during our first trimester report card, and in our annual open house in the spring. In addition, for students in grades 4 and 5, we offer the Parent Portal in ARIES, where parents can track their child's progress throughout the year. At Oakdale Heights, we also use ParentSquare, our Marquee display, e-mails, and letters to share important updates, news, and events with families.

We encourage all parents and guardians to reach out to the school with any questions, concerns, or suggestions. Whether it's by phone or through a scheduled appointment, we are here to support you. For classroom-specific inquiries, please contact your child's teacher directly. For questions related to arrival and dismissal procedures, playground safety, or school-wide behavior expectations, feel free to reach out to the office or your child's teacher.

Our Mission:
As a school community, our mission is to inspire a love for learning in a safe, nurturing environment. We are committed to helping every student reach their full potential, both academically and personally, while fostering the qualities of respect, responsibility, and citizenship. Together, we aim to cultivate future leaders who are ready to make positive contributions to their communities.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	38
Grade 1	33
Grade 2	34
Grade 3	45
Grade 4	52
Grade 5	50
Total Enrollment	252

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	2
Asian	15.1
Black or African American	4.4
Filipino	0.4
Hispanic or Latino	27.8
Two or More Races	14.7
White	35.3
English Learners	11.9
Foster Youth	0.8
Homeless	4.8
Migrant	0.4
Socioeconomically Disadvantaged	80.6
Students with Disabilities	18.3

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)	17.5	100	129.7	95.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.74	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	1.92	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.3	1.7	15831.9	5.67
Total Teaching Positions	17.5	100	135.6	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)	14.5	80.56	118.6	85.65	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.56	6.7	4.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	13.89	9.9	7.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.2	2.35	14303.8	5.15
Total Teaching Positions	18	100	138.5	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)	14.5	90.63	118.9	83.17	230039.4	100
Intern Credential Holders Properly Assigned	1	6.25	6	4.2	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	3.13	12.4	8.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4	2.81	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.5	1.11	13705.8	4.91
Total Teaching Positions	16	100	142.9	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	1	0
Misassignments	0.00	1.5	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2.5	0.5

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	0.00	0	0
Total Out-of-Field Teachers	0.00	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)	0	7.1	8.3
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	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

The district has adopted the most current SBE-adopted materials in English language Arts and mathematics for the 2017/18 school year. The district is also moving in the direction of a new NGSS aligned science, and Social Studies curriculum.

Year and month in which the data were collected	8/2025

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	Reading Wonders	0
Mathematics	Everyday Mathematics	0
Science	Houghton Mifflin California Science	0
History-Social Science	Studies Weekly	0
Health	Health and Fitness	0

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

School Facility Conditions and Planned Improvements

The staff at Oakdale, and the district, work hard to ensure that the site facilities are clean, safe, and in good repair. The overall rating on the latest FIT report was an exemplary. Monthly safety meetings are held, and maintenance staff always responds to needs in a timely manner.

Year and month of the most recent FIT report	9/2025

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	X			

School Facility Conditions and Planned Improvements

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)	22	19	26	29	47	48
Mathematics (grades 3-8 and 11)	21	17	21	21	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	147	142	96.60	3.40	19.01
Female	76	73	96.05	3.95	17.81
Male	71	69	97.18	2.82	20.29
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	6.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	22.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	22	91.67	8.33	31.82

White	62	62	100.00	0.00	16.13
English Learners	17	15	88.24	11.76	0.00
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	130	127	97.69	2.31	17.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	29	93.55	6.45	3.45

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	147	145	98.64	1.36	17.24
Female	76	75	98.68	1.32	13.33
Male	71	70	98.59	1.41	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	13.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	37	97.37	2.63	21.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	30.43
White	62	62	100.00	0.00	11.29
English Learners	17	17	100.00	0.00	5.88
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	18.18
Military	--	--	--	--	--

Socioeconomically Disadvantaged	130	129	99.23	0.77	15.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	6.67

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)	17.39	9.09	18.45	21.05	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	44	44	100.00	0.00	9.09
Female	22	22	100.00	0.00	13.64
Male	22	22	100.00	0.00	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	14.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	7.50
Students Receiving Migrant Education Services	--	--	--	--	--
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	90	84	88	86	90

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

The Board of Trustees acknowledges that parents and guardians are a child's first and most influential teachers. The Board recognizes the shared responsibility between home and school in fostering the educational success of students. Active parental involvement is crucial to student achievement, as it reinforces motivation and commitment to education. By collaborating with school personnel, parents and guardians help ensure that the home and school are aligned in their goals and values for the student.

The Oroville City Elementary School District is committed to integrating parent involvement strategies into instructional planning for all programs. Parents and guardians are strongly encouraged to maintain open lines of communication with school staff to support the academic and behavioral success of their children.

Parents at Oakdale have many opportunities to participate in school activities. Parents serve on the School Site Council, English Language Advisory Committee, and the LCAP committee. Parents also volunteer in the classrooms, participate in the PTO and activities provided by the PTO for students. Other opportunities for parent participation are back to school night, open house/art show, family game night and our monthly walk to school celebrations. At the end of the first trimester, parents are asked to attend parent-teacher conferences where parents and teachers can partner together to discuss student progress and how to best meet the individual needs of their children. Additionally, parents are invited to join school to celebrate student successes in our monthly award assemblies, fall and spring perfect and improved student attendance snacks and/or luncheon, and participate or volunteer to plan, design, and execute our winter concert and spring carnival.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	306	279	91	32.6
Female	147	139	40	28.8
Male	159	140	51	36.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	38	3	7.9
Black or African American	14	13	4	30.8
Filipino	--	--	--	--
Hispanic or Latino	84	78	34	43.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	40	8	20.0
White	112	103	41	39.8
English Learners	40	36	11	30.6
Foster Youth	--	--	--	--
Homeless	27	26	15	57.7
Socioeconomically Disadvantaged	267	243	83	34.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	64	32	50.0

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.

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
5.41	6.81	6.54	7.98	10.83	6.79	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	0.1	0.11	0	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	6.54	0.00
Female	2.04	0.00
Male	10.69	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	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.95	0.00
White	8.04	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	11.11	0.00
Socioeconomically Disadvantaged	7.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.99	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

Oroville City Elementary School District maintains a comprehensive safety plan that is reviewed and updated annually in collaboration with the School Site Council. Teachers are actively involved in the review process, and any revisions to the plan are communicated to students through updated information or new procedures. The safety plan addresses key areas of mitigation and prevention, preparedness, crisis response, and recovery. It includes specific steps for responding to a range of potential emergencies, which are also outlined in a flip chart posted in each classroom for quick reference.

Safety Drills and Meetings
To ensure readiness, monthly drills are conducted to practice and reinforce safety procedures for fire, earthquake, and intruder alerts. These drills help familiarize students and staff with emergency protocols and ensure a swift, coordinated response in the event of an actual emergency. In addition, safety meetings are held each month to address any ongoing safety concerns, document safety issues, and ensure prompt resolution.

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	25	0	2	0
1	20	1	1	0
2	19	3	0	0
3	23	0	2	0
4	25	0	2	0
5	23	0	2	0
6	0	0	0	0
Other	8	3	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	16	2	0	0
1	19	2	0	0
2	21	1	1	0
3	25	0	2	0
4	24	0	2	0
5	24	0	2	0
6	0	0	0	0
Other	7	2	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	18	2		
1	16	2		
2	17	2		
3	21		2	
4	24		2	
5	25		2	
Other	7	2		

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	556

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
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	8583	2354	6229	77967
District	N/A	N/A	6102	$89,524
Percent Difference - School Site and District	N/A	N/A	2.1	-9.8
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-53.4	-18.8

Fiscal Year 2024-25 Types of Services Funded

Students at Oakdale Heights School receive support services from qualified staff, which includes a school psychologist, counselor, school nurse, health aide, MTSS/PBIS teacher, resource specialist teacher and aides, speech and hearing specialist, Instructional aides, and library aide. We share some of these services with other schools in the district. Safety is a priority and 4-noon duty supervisors are funded with this money.

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	$59,796	$61,516
Mid-Range Teacher Salary	$94,853	$95,479
Highest Teacher Salary	$114,343	$125,208
Average Principal Salary (Elementary)	$136,930	$152,668
Average Principal Salary (Middle)	$152,855	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$215,978	$242,781
Percent of Budget for Teacher Salaries	24.52%	29.76%
Percent of Budget for Administrative Salaries	4.69%	5.74%

Professional Development

Staff development is provided throughout the year according to statute, and as determined by the needs of the district and the site. Our focus for the 2025-26 school year has been on standardizing and strengthening SEL, and Behavior supports. We participate in district-wide training on Implicit Bias, Restorative Practices, and PBIS. This school year, teachers also participate in the on-going work with Threshold Rising. Additionally, our school also participates in VITAL PLCs through the work of WestEd. The Leadership team continues to work on determining additional needs for academic achievement in reading and Math.

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	11	25	25