

# Oak View Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### Internet Access

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

## About This School

### Contact Information (School Year 2018—19)

| District Contact Information (School Year 2018—19) |   |
|--|---|
| <b>District Name</b>                               | Oak View Union Elementary                                       |
| <b>Phone Number</b>                                | (209) 368-0636  |
| <b>Superintendent</b>                              | Beverly Boone   |
| <b>E-mail Address</b>                              | <a href="mailto:bboone@sjcoe.net">bboone@sjcoe.net</a>          |
| <b>Web Site</b>                                    | <a href="http://www.myoakview.com">http://www.myoakview.com</a> |

| School Contact Information (School Year 2018—19) |   |
|--|---|
| <b>School Name</b>                               | Oak View Elementary   |
| <b>Street</b>                                    | 7474 East Collier Rd.   |
| <b>City, State, Zip</b>                          | Acampo, Ca, 95220-9624  |
| <b>Phone Number</b>                              | 209-368-0636  |
| <b>Principal</b>                                 | Beverly Boone, Superintendent                                   |
| <b>E-mail Address</b>                            | <a href="mailto:bboone@sjcoe.net">bboone@sjcoe.net</a>          |
| <b>Web Site</b>                                  | <a href="http://www.myoakview.com">http://www.myoakview.com</a> |
| <b>County-District-School (CDS) Code</b>         | 39686356042444  |

Last updated: 1/9/2019

### School Description and Mission Statement (School Year 2018—19)

Oak View School District is a single-school school district, which opened in 1929. It is located in a rural area of San Joaquin County approximately half way between Sacramento and Stockton. It serves approximately 400 students in grades K-8.

Currently approximately 45% of the students are Caucasian, 46.8% are Hispanic, 4.5% are two or more races, 1.2% are Asian, 0.7% are Filipino, and 0.5% are African American, 0.7% are Pacific Islander and 0.5% are listed as not reported. There are two Certificated Administrators: the Superintendent/Principal and the Vice Principal; 21 credentialed Teachers that include one part-time intervention teacher; one full time intervention teacher/ELD coordinator; and a part-time music/band teacher. There is a part-time Psychologist and a part-time Speech Therapist provided by the SELPA. The classified staff consists of a Business Manager; a Director of Transportation, Maintenance, and Operations; two Maintenance/Bus Drivers; a Kitchen Manager and a part-time Cafeteria Assistants; a full-time School Secretary; a full-time Bilingual School Clerk; a part-time Library Clerk; a part-time Technology Assistant; and seven Teacher Assistants, one of which is bilingual. The District contracts one part-time counselor through the 180 Teen Center. The teacher assistants form much of the core of the assistance program, providing help in all primary classrooms to lower the student/adult ratio as well as assistance in special education. Approximately 50% of all students participate in the free and reduced lunch program.

Grades K-3 are within the State mandated class size average of 24 to 1 with teacher assistants in each classroom.

The school utilizes IEP meetings for special education and extensively uses Student Success Teams to assist students, teachers, and parents with a wide variety of issues. A technology committee meets periodically to review the technology at Oak View and to make recommendations for new acquisitions of hardware, software, and the distribution and use therein.

#### Mission Statement

We believe that every child is unique and has abilities and talents that should be nurtured. We believe that academic progress is possible and important for all children. Further, we believe that education should be balanced, allowing for the nurturing of academic, physical, and artistic talents of all children. To best achieve high goals, children's self-confidence, and high self-esteem are vital. An excellent physical environment that provides a safe, comfortable, and inviting place for learning is essential. Finally, excellence in education happens best when all stakeholders, including students, teachers, parents, classified staff, administration, and the board work together as a team.

#### School Goals

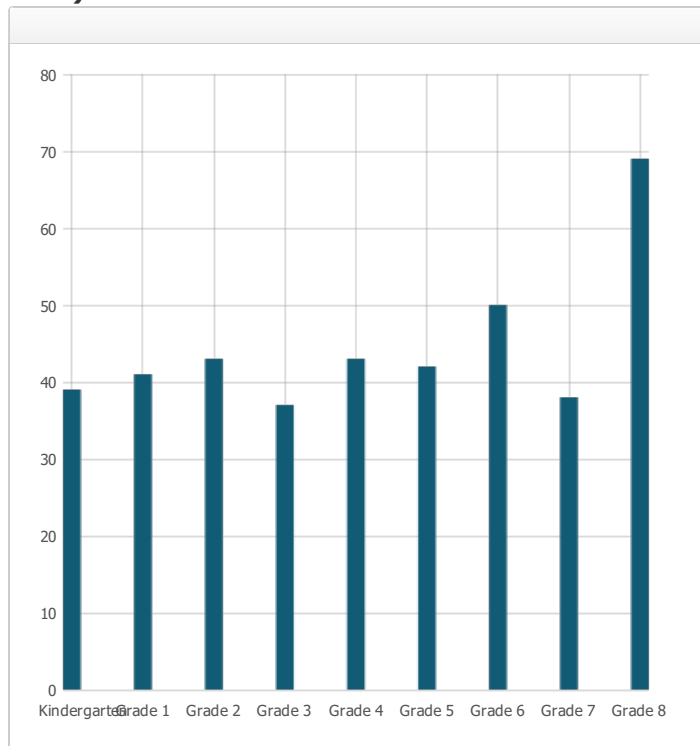
1. To continue to provide a safe learning environment.
2. To implement an effective instructional program for all students:
  - a. Develop student performance in the skills of reading, writing, speaking, listening, calculating, problem solving, studying, and thinking.
  - b. Increase student knowledge of the physical, social, political, and economic worlds.
  - c. Further student knowledge of civic values, including honesty, integrity, tolerance, fairness, and self-discipline.

- d. Increase the amount of time students engage in literature and written language as an independent activity.
  - e. Improve student awareness of life skills including responsibility, cooperation, organization, courtesy, caring, and patience.
  - f. Encourage active involvement of all parents in their child's education.
  - g. Develop and increase student basic knowledge regarding physical, life, and earth science as well as learning investigative and experimentation skills.
3. To provide an atmosphere of cooperation, caring, and respect among students, staff, and parents.
  4. To provide students with many positive experiences so they enjoy school and have high self-esteem.

*Last updated: 1/9/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 39                 |
| Grade 1                 | 41                 |
| Grade 2                 | 43                 |
| Grade 3                 | 37                 |
| Grade 4                 | 43                 |
| Grade 5                 | 42                 |
| Grade 6                 | 50                 |
| Grade 7                 | 38                 |
| Grade 8                 | 69                 |
| <b>Total Enrollment</b> | <b>402</b>         |



Last updated: 1/7/2019

### Student Enrollment by Student Group (School Year 2017–18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.5 %                       |
| American Indian or Alaska Native    | %                           |
| Asian                               | 1.2 %                       |
| Filipino                            | 0.7 %                       |
| Hispanic or Latino                  | 46.8 %                      |
| Native Hawaiian or Pacific Islander | 0.7 %                       |
| White                               | 45.0 %                      |
| Two or More Races                   | 4.5 %                       |
| Other                               | 0.6 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 53.0 %                      |
| English Learners                    | 14.4 %                      |
| Students with Disabilities          | 9.2 %                       |
| Foster Youth                        | 0.2 %                       |

## A. Conditions of Learning

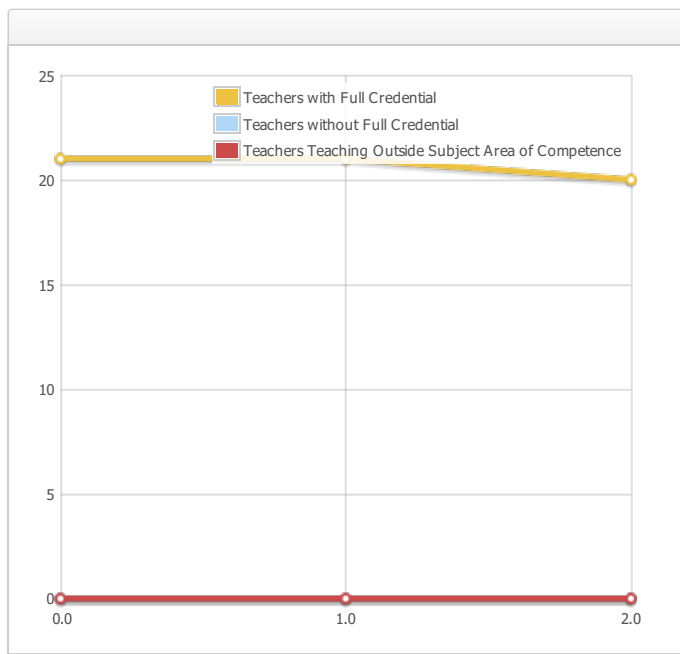
### State Priority: Basic

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

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

#### Teacher Credentials

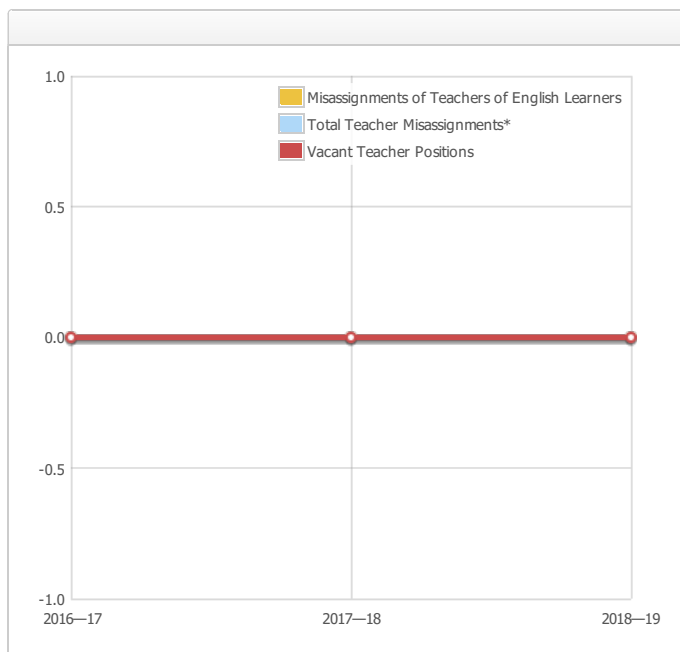
| Teachers  | School 2016—17 | School 2017—18 | School 2018—19 | District 2018—19 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 21             | 21             | 20             | 20               |
| Without Full Credential   | 0              | 0              | 0              | 0                |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |



Last updated: 1/7/2019

#### Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/7/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2019

| <b>Subject</b>                  | <b>Textbooks and Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts           | Houghton Mifflin/Harcourt California Journeys (K-6), California Collections (7-8)                              | Yes                               | 0.0 %   |
| Mathematics                     | McGraw Hill My Math (K-5), Houghton Mifflin Harcourt Math in Focus: Singapore Math by Marshall Cavendish (6-8) | Yes                               | 0.0 %   |
| Science                         | Macmillian McGraw (K-2), Scott Foresman (3-5), Prentice Hall (6-8)   | Yes                               | 0.0 %   |
| History-Social Science          | California Studies Weekly (K-6), National Geographic World History (7-8)                                       | Yes                               | 0.0 %   |
| Foreign Language                | N/A  |                                   | 0.0 %   |
| Health                          |  |                                   | 0.0 %   |
| Visual and Performing Arts      | N/A  |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                               | 0.0 %   |

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

Last updated: 1/7/2019

## School Facility Conditions and Planned Improvements

The school district recognizes the importance of providing clean, up-to-date, and safe learning environments. Cleaning and maintenance issues are taken seriously and addressed immediately.

*Last updated: 1/7/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

| System Inspected   | Rating | Repair Needed and Action Taken or Planned                                      |
|--|--------|--|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |  |
| <b>Interior:</b> Interior Surfaces                                     | Good   |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |  |
| <b>Electrical:</b> Electrical  | Good   |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   | Wing one restrooms will be painted on the interior during the summer of 2019.  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |  |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |  |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | All exterior building will be painted and gutters replaced during summer 2019. |

## Overall Facility Rate

Year and month of the most recent FIT report: January 2018

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/7/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2016—17 | School<br>2017—18 | District<br>2016—17 | District<br>2017—18 | State<br>2016—17 | State<br>2017—18 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 50.0%             | 51.0%             | 50.0%               | 51.0%               | 48.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 48.0%             | 51.0%             | 48.0%               | 51.0%               | 37.0%            | 38.0%            |

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

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

*Last updated: 1/7/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 275              | 273           | 99.27%         | 50.92%                  |
| Male  | 143              | 142           | 99.30%         | 45.77%                  |
| Female  | 132              | 131           | 99.24%         | 56.49%                  |
| Black or African American                     |                  |               |                |                         |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | --               | --            | --             |                         |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 127              | 125           | 98.43%         | 38.40%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 124              | 124           | 100.00%        | 64.52%                  |
| Two or More Races                             | 15               | 15            | 100.00%        | 53.33%                  |
| Socioeconomically Disadvantaged               | 148              | 146           | 98.65%         | 38.36%                  |
| English Learners                              | 78               | 76            | 97.44%         | 22.37%                  |
| Students with Disabilities                    | 26               | 26            | 100.00%        | 19.23%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

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

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

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

*Last updated: 1/7/2019*

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students                                  | 275              | 273           | 99.27%         | 51.28%                  |
| Male  | 143              | 142           | 99.30%         | 49.30%                  |
| Female  | 132              | 131           | 99.24%         | 53.44%                  |
| Black or African American                     |                  |               |                |                         |
| American Indian or Alaska Native              |                  |               |                |                         |
| Asian   | --               | --            | --             |                         |
| Filipino                                      | --               | --            | --             |                         |
| Hispanic or Latino                            | 127              | 125           | 98.43%         | 43.20%                  |
| Native Hawaiian or Pacific Islander           | --               | --            | --             |                         |
| White   | 124              | 124           | 100.00%        | 60.48%                  |
| Two or More Races                             | 15               | 15            | 100.00%        | 53.33%                  |
| Socioeconomically Disadvantaged               | 148              | 146           | 98.65%         | 39.04%                  |
| English Learners                              | 78               | 76            | 97.44%         | 35.53%                  |
| Students with Disabilities                    | 26               | 26            | 100.00%        | 23.08%                  |
| Students Receiving Migrant Education Services |                  |               |                |                         |
| Foster Youth                                  |                  |               |                |                         |

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

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

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

*Last updated: 1/7/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2016–17</b> | <b>School<br/>2017–18</b> | <b>District<br/>2016–17</b> | <b>District<br/>2017–18</b> | <b>State<br/>2016–17</b> | <b>State<br/>2017–18</b> |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A                       | N/A                       | N/A                         | N/A                         | N/A                      | N/A                      |

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

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

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

*Last updated: 1/7/2019*

# 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

## California Physical Fitness Test Results (School Year 2017—18)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 9.8%   | 24.4%  | 36.6%   |
| 7           | 30.6%  | 22.2%  | 38.9%   |

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

*Last updated: 1/7/2019*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

Oak View School follows state and federal regulations as well as district policy in involving parents in their children's education.

Parents elect their peers to the School Site Council. The English Language Advisory Committee is composed of parents of English Language learners and advises administration on matters related to their children's education. Both meetings are open to the public.

Parents are encouraged to participate as volunteers in the classrooms, in school activities at home and to use skills and/or resources they possess. Parents are also encouraged to extend support to their children by assisting with homework, completing appropriate forms/paperwork and calendaring important events at home. The use of our automated parent notification system lets families know of upcoming events and deadlines as well as volunteer opportunities.

Parents are kept informed of their child's academic performance through periodic grade sheets, quarterly report cards and parent-teacher conferences twice a year.

The Oak View Parent Club is an active organization dedicated to providing support to teachers and students. Each year the Parent Club takes recommendations from the school staff and purchases items needed to provide a well-rounded educational experience for the students.

Parent Club sponsors many school-related activities through numerous fundraising efforts throughout the year. Some events include Jog-a-thon, Spirit of the Season, Book Fair, Halloween Carnival, Ice Cream Social, Spring Fling/Fine Arts Nights, school-wide assemblies and many other activities needed for the year.

The Oak View Parent Club encourages all parents to attend monthly meetings held at the school.

# State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

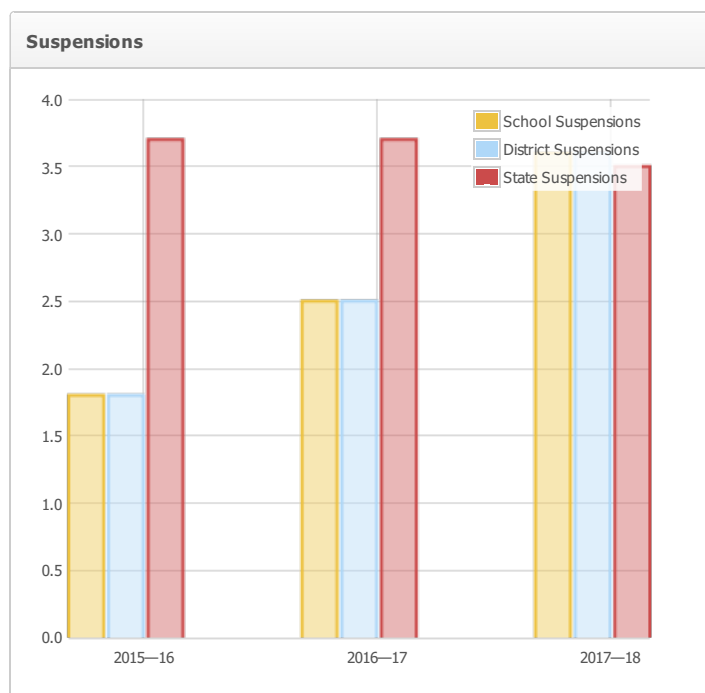
# State Priority: School Climate

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

|             | School  | School  | School  | District | District | District | State   | State   | State   |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate        | 2015—16 | 2016—17 | 2017—18 | 2015—16  | 2016—17  | 2017—18  | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 1.8%    | 2.5%    | 3.6%    | 1.8%     | 2.5%     | 3.6%     | 3.7%    | 3.7%    | 3.5%    |
| Expulsions  | 0.2%    | 0.0%    | 0.0%    | 0.2%     | 0.0%     | 0.0%     | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/7/2019

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

The 2018-2019 Comprehensive District Safety Plan was Board approved in October 2018. It is reviewed and updated annually during the months of July and August and upon adoption by the Board of Trustees, presented and discussed with the district/school staff. The plan includes a review of district/campus safety strategies and programs, an assessment of school safety as well as appendices containing key safety documents and guidelines.

Last updated: 1/7/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 21.0               | 1                           | 2                            |                            |
| 1           | 23.0               |                             | 1                            |                            |
| 2           | 22.0               |                             | 2                            |                            |
| 3           | 22.0               |                             | 2                            |                            |
| 4           | 30.0               |                             | 1                            |                            |
| 5           | 31.0               |                             | 2                            |                            |
| 6           | 33.0               |                             | 1                            | 1                          |
| Other**     |                    |                             |                              |                            |

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 22.0               |                             | 2                            |                            |
| 1           | 23.0               |                             | 2                            |                            |
| 2           | 18.0               | 2                           |                              |                            |
| 3           | 21.0               |                             | 2                            |                            |
| 4           | 25.0               |                             | 2                            |                            |
| 5           | 32.0               |                             | 1                            |                            |
| 6           | 28.0               |                             | 2                            |                            |
| Other**     |                    |                             |                              |                            |

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 20.0               | 2                           |                              |                            |
| 1           | 21.0               | 1                           | 1                            |                            |
| 2           | 22.0               |                             | 2                            |                            |
| 3           | 19.0               | 2                           |                              |                            |
| 4           | 29.0               |                             | 1                            |                            |
| 5           | 28.0               |                             | 2                            |                            |
| 6           | 25.0               |                             | 2                            |                            |
| Other**     |                    |                             |                              |                            |

\* 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.

Last updated: 1/7/2019



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

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  |                                   |   |
| Counselor (Social/Behavioral or Career Development) | 0.3                               | N/A   |
| Library Media Teacher (Librarian)                   |                                   | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1.0                               | N/A   |
| Psychologist  | 0.2                               | N/A   |
| Social Worker                                       |                                   | N/A   |
| Nurse   |                                   | N/A   |
| Speech/Language/Hearing Specialist                  | 0.6                               | N/A   |
| Resource Specialist (non-teaching)                  |                                   | N/A   |
| Other   |                                   | N/A   |

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/7/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$8526.0                     | \$1303.0                            | \$7223.0                              | \$69271.0              |
| District                                      | N/A                          | N/A                                 | --                                    | \$69271.0              |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$6574.0                              | \$63218.0              |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | --                                    | --                     |

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

*Last updated: 1/9/2019*

## Types of Services Funded (Fiscal Year 2017–18)

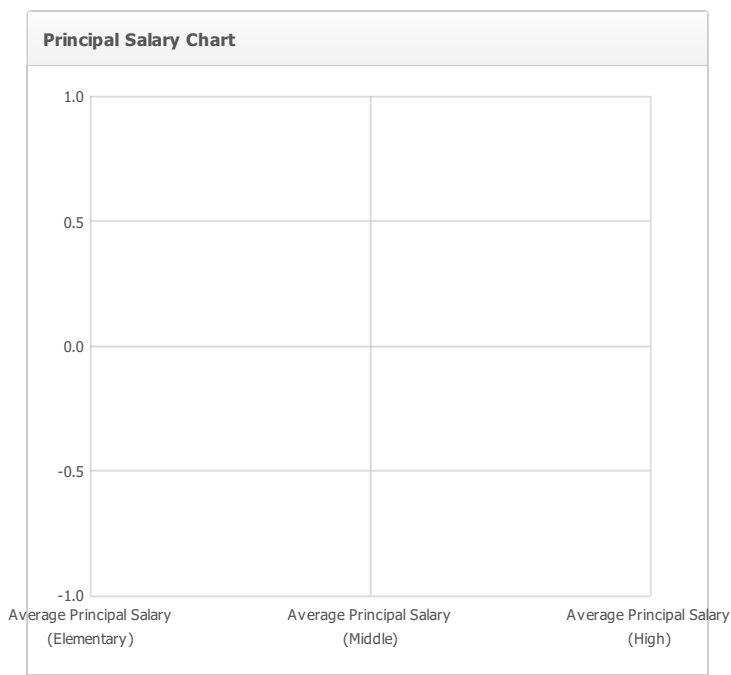
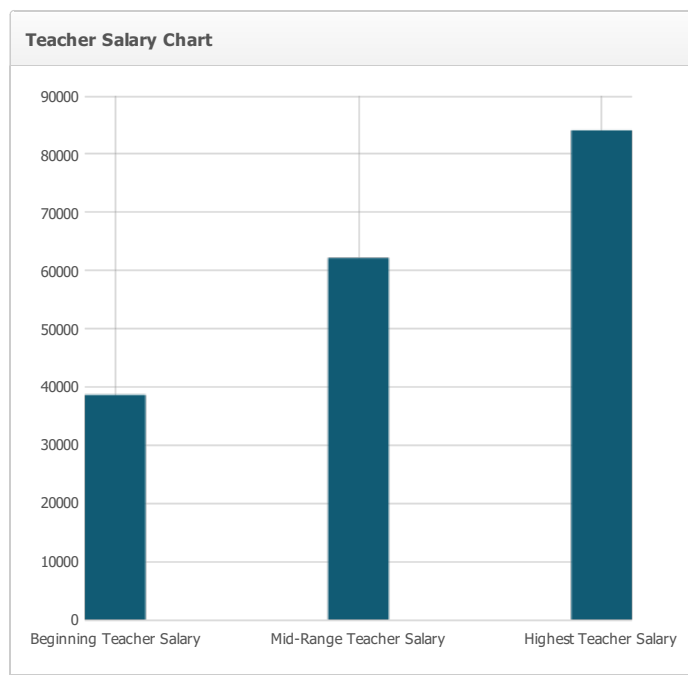
Oak View provides speech therapy, Title I reading services, RSP classes and social counseling.

Last updated: 1/7/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,632        | \$44,375                                     |
| Mid-Range Teacher Salary                      | \$62,172        | \$65,926                                     |
| Highest Teacher Salary                        | \$84,100        | \$82,489                                     |
| Average Principal Salary (Elementary)         | \$              | \$106,997                                    |
| Average Principal Salary (Middle)             | \$              | \$109,478                                    |
| Average Principal Salary (High)               | \$              | --   |
| Superintendent Salary                         | \$121,500       | \$121,894                                    |
| Percent of Budget for Teacher Salaries        | 40.0%           | 32.0%  |
| Percent of Budget for Administrative Salaries | 7.0%            | 7.0%   |

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



Last updated: 1/7/2019

## Professional Development

The district offers school-wide development days at different times during the school year on either minimum days, pre-service or post-service days or during teacher inservice days.

Topics include current curriculum adoption support, classroom instructional strategies, classroom management strategies, special education and Section 504 requirements and whatever other needs are determined through informal and formal staff surveys.

Last updated: 1/9/2019