

# Oakview High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Oakview High School
<b>Street</b>	20083 Olinda Road
<b>City, State, Zip</b>	Anderson, CA 96007
<b>Phone Number</b>	(530) 365-6054
<b>Principal</b>	Gregory Walker
<b>Email Address</b>	gwalker@auhsd.net
<b>School Website</b>	<a href="https://www.auhsd.net/oakviewhighschool_home.aspx">https://www.auhsd.net/oakviewhighschool_home.aspx</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	45-69856-4530051

### 2024-25 District Contact Information

<b>District Name</b>	Anderson Union High School District
<b>Phone Number</b>	(530) 378-0568
<b>Superintendent</b>	Brian Parker
<b>Email Address</b>	bparker@auhsd.net
<b>District Website</b>	<a href="http://www.auhsd.net">http://www.auhsd.net</a>

### 2024-25 School Description and Mission Statement

Oakview High School Mission Statement: The mission of Oakview High School is to provide a safe, engaging, and alternative learning environment that challenges students to develop personal and academic responsibility. This is a format that promotes independent learning, career building and responsibility.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	15
Grade 11	28
Grade 12	47
<b>Total Enrollment</b>	<b>95</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	9.5
Asian	2.1
Black or African American	1.1
Hispanic or Latino	13.7
Two or More Races	2.1
White	71.6
English Learners	2.1
Foster Youth	3.2
Homeless	2.1
Socioeconomically Disadvantaged	68.4
Students with Disabilities	18.9

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.00	28.86	58.50	70.27	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.40	2.92	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.10	2.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.90	71.00	14.80	17.87	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.20	6.35	18854.30	6.86
<b>Total Teaching Positions</b>	7.00	100.00	83.20	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.60	36.44	62.00	78.06	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	2.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.80	62.67	9.90	12.47	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.67	5.30	6.69	15831.90	5.67
<b>Total Teaching Positions</b>	4.50	100.00	79.50	100.00	279044.80	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.10	32.25	58.20	74.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	1.09	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	2.86	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	67.75	9.10	11.69	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	7.70	9.95	14303.80	5.15
<b>Total Teaching Positions</b>	3.60	100.00	78.20	100.00	277698	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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	4.90	2.80	2.5
<b>Total Out-of-Field Teachers</b>	4.90	2.80	2.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	1.1	2.2

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Oakview has access to all district adopted text books via the Edgenuity program, a computer based program designed for independent study.

**Year and month in which the data were collected** September 23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity Bright Thinker Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking AP Literature & Composition AP The Language of Composition My Perspectives	Yes	0
<b>Mathematics</b>	Edgenuity Bright Thinker A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2 Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry Calculus: Graphical, Numerical, Algebraic Living by Chemistry 2nd Edition Statistical Reasoning in Sports The Practice of Statistics	Yes	0
<b>Science</b>	Edgenuity Bright Thinker AGS Biology AGS Earth Science	Yes	0

	AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology Modern Biology Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design		
<b>History-Social Science</b>	Edgenuity Bright Thinker AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 21st Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World Economics World History: Patterns of Interaction The Cultural Landscape; An introduction to Human Geography	Yes	0
<b>Foreign Language</b>	Edgenuity Bright Thinker Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Connmigo - Album Ven Connmigo - Level 1 Ven Connmigo - Level 2 Ven Connmigo - Level 3 Descubre - 1, 2, 3	Yes	0
<b>Health</b>	Edgenuity Bright Thinker AGS Life Skills Creative Living Culinary Essentials Skills for Personal & Family Living The Developing Child Agriscience: Fundamentals The Culinary Professional	Yes	0

<b>Visual and Performing Arts</b>	Edgenuity Bright Thinker Art Talk Introduction to Theatre Arts	Yes	0

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

## School Facility Conditions and Planned Improvements

The Oakview High School campus located at 20111 Olinda Rd. It is made up of one classroom, 1 public restroom, and three teacher work stations. The facility is modern and in good condition. The classroom is used for students who are testing or working independently. Being an independent study school, there is no need for a cafeteria or gymnasium. The school provides a safe, clean, and functional environment for learning through proper facilities, maintenance, and campus supervision. The school is in full compliance with all codes, including ADA accessibility. A janitorial staff of one person cleans nightly and is adequate for this size facility. The maintenance office is located on the Anderson Union High School campus and is on-call as needed.

The district budgets 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.

**Year and month of the most recent FIT report**

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	44	20	51	43	46	47
<b>Mathematics</b> (grades 3-8 and 11)	9	4	27	24	34	35

## 2023-24 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	36	25	69.44	30.56	20.00
Female	17	11	64.71	35.29	36.36
Male	19	14	73.68	26.32	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	20	71.43	28.57	20.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	12	66.67	33.33	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 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
<b>All Students</b>	35	24	68.57	31.43	4.17
<b>Female</b>	17	11	64.71	35.29	9.09
<b>Male</b>	18	13	72.22	27.78	0.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	19	70.37	29.63	0.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	17	11	64.71	35.29	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	3.70	11.63	23.02	20.06	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	62	43	69.35	30.65	11.63
<b>Female</b>	32	21	65.63	34.37	9.52
<b>Male</b>	30	22	73.33	26.67	13.64
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	45	32	71.11	28.89	12.50
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	34	23	67.65	32.35	8.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	5	38.46	61.54	--

## 2023-24 Career Technical Education Programs

We promote strong CTE programs in Agriculture, Culinary, Information Technology, and Public Safety. Our Freshman Career Choices curriculum is the foundation for preparing students to focus on a career and exploring our CTE pathways. Nearly all of our students participate in one way or another in CTE classes where they gain valuable “real-world” experiences with industry standard skills. The district purchased more classes through Edgenuity allowing Oakview students access to CTE classes.

Another strength of our program is our ability to send students to the Shasta Trinity Regional Occupation Center. Our students have choices in Firefighting, Administration of Justice, Culinary, Medical Careers, Cosmetology, Careers with Children, Cisco Networking, and Automotive Technology. Our students complete a program with important job skills and work place confidence enabling them to be competitive in the job market or in their college studies.

CTE Advisory Committee Members:

Ted James, Sierra Pacific Industries, welding mechanics, fabrication, and business, science

Delbert Gannon, Owner Creekside Logging. welding mechanics, fabrication, and business.

Pete Dickerson, CTE Instructor Shasta College, Heavy Equipment and Construction Trades.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2023-24 California Physical Fitness Test Results

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

## 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.

## 2024-25 Opportunities for Parental Involvement

Parental involvement is instrumental in a student being successful in independent study. Parents provide transportation, encouragement, structure, and academic support when at home. Oakview has an open-door policy, and encourages parents to be part of weekly educational meetings. If parents have questions about independent study or the school, they can communicate with teachers and administration via the Alternative Education Department at (530) 365-6054 ext. 50001. Parents also play an important role in helping to shape Oakview High School through participation on the School Site council and the

**2024-25 Opportunities for Parental Involvement**

WASC Accreditation Committee. Teachers also meet with parents to sign a written agreement at the beginning of each semester. For more information on how to become involved, contact Chris Fort at (530) 365-6054, extension 50001.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	3.3	20.7	16.7	8.6	10.1	7.0	7.8	8.2	8.9
<b>Graduation Rate</b>	96.7	74.1	74.1	87.0	83.5	85.3	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	54	40	74.1
<b>Female</b>	29	19	65.5
<b>Male</b>	25	21	84.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	13	9	69.2
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	33	27	81.8
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	43	30	69.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	12	6	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.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	146	133	83	62.4
Female	75	69	42	60.9
Male	71	64	41	64.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	10	83.3
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	22	10	45.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	96	89	58	65.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	102	95	58	61.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	29	20	69.0

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.68	6.81	10.13	11.29	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.06	0.28	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.00	0.00
Male	1.41	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2024-25 School Safety Plan

Oakview High School has a Safe School Plan, which is reviewed annually and was last updated in September of 2023. The plan addresses the response to a variety of natural and man made disasters, including: earthquake, flood, shooter or intruder-on-campus, fire, etc. Oakview High School has a zero-tolerance policy toward violence, alcohol and drug use, hate crimes, and

## 2024-25 School Safety Plan

sexual harassment. These policies are spelled out in the Safe School Plan. Parents and community members can view the Safe School Plan at the school at their convenience. The Safe School Plan was reviewed by the site council in December of 2023.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	38		
Mathematics	3	44		
Science	4	16		
Social Science	3	68		

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	39		
Mathematics	4	40		
Science	5	12		
Social Science	3	55		

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	24		
Mathematics	4	27		
Science	4	11		
Social Science	3	50		

## 2023-24 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
<b>Pupils to Academic Counselor</b>	950

## 2023-24 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$4,691.00	\$3,180.00	\$1,511.00	\$80,072.00
<b>District</b>	N/A	N/A	\$9,535.00	\$82,929
<b>Percent Difference - School Site and District</b>	N/A	N/A	-145.3	-3.5
<b>State</b>	N/A	N/A	\$10,771	\$93,742
<b>Percent Difference - School Site and State</b>	N/A	N/A	-150.8	-15.7

## Fiscal Year 2023-24 Types of Services Funded

Services as defined in the district's Local Control Accountability Plan (LCAP):  
 Title I (Part A)  
 Title II (Part A)  
 California School Age Families Education (Cal-SAFE)

## Fiscal Year 2023-24 Types of Services Funded

ROP  
 Work Experience  
 Workability 1  
 Department of Rehabilitation

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$44,783	\$56,629
<b>Mid-Range Teacher Salary</b>	\$79,031	\$92,603
<b>Highest Teacher Salary</b>	\$109,672	\$116,417
<b>Average Principal Salary (Elementary)</b>	\$0	\$141,349
<b>Average Principal Salary (Middle)</b>	\$0	\$156,338
<b>Average Principal Salary (High)</b>	\$128,178	\$159,410
<b>Superintendent Salary</b>	\$177,720	\$213,044
<b>Percent of Budget for Teacher Salaries</b>	27%	28%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

The primary areas of focus for staff development are Credit Recovery, PBIS, and Restorative Practices. Student performance, credit achievement and attendance data are used to determine the need for professional development. Professional development is delivered in after school workshops, conference attendance, and individual mentoring. Teachers are supported during implementation through in-class coaching, teacher-principal meetings, and student performance data reporting. The District offers three district wide in-service days for all staff in addition to numerous release days for departments and individuals to receive professional development around specific topics. We have created a week long workshop in the summer to create and evaluate common benchmark tests and pacing guides. We offer afterschool workshops primarily focused on Instructional Technology and Common Core State Standards. All staff attended a training for Edgenuity. The District is committed to continuous improvement and assigns three teachers on a part time basis to provide instructional coaching.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	