

# Oak Run Elementary 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.

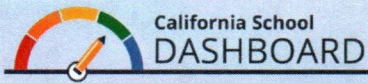
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
-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

#### 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/>.

**2024-25 School Contact Information**

<b>School Name</b>	Oak Run Elementary School
<b>Street</b>	27635 Oak Run to Fern Road
<b>City, State, Zip</b>	Oak Run, CA 96069
<b>Phone Number</b>	(530) 472-3241
<b>Principal</b>	Misti Livingston
<b>Email Address</b>	<a href="mailto:mlivingston@oakrunschool.org">mlivingston@oakrunschool.org</a>
<b>School Website</b>	<a href="http://www.oakrunschool.org">http://www.oakrunschool.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	45-70086-0000000

**2024-25 District Contact Information**

<b>District Name</b>	Oak Run School District
<b>Phone Number</b>	5304723241
<b>Superintendent</b>	Misti Livingston
<b>Email Address</b>	<a href="mailto:mlivingston@oakrunschool.org">mlivingston@oakrunschool.org</a>
<b>District Website</b>	<a href="http://www.oakrunschool.org">http://www.oakrunschool.org</a>

**2024-25 School Description and Mission Statement****School Motto:**

To Ensure Learning For All, No Limits, No Excuses & Unlimited Possibilities.

We do this by building partnerships, maintaining high expectations, creating rigor, relevance, & responsiveness, proving time & support as needed, recognizing and meeting the needs of the whole child, & being persistent & passionate about growth in children and adults.

Our vision is to develop well rounded, confident, and responsible individuals who aspire to achieve their personal best and

## 2024-25 School Description and Mission Statement

build their emotional, social and physical well-being by empowering all students to embrace a love of learning. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and achievements are celebrated.

Our mission is to work together to maximize each child's sense of wellbeing and acquisition of skills for life and learning in an academic-rich environment, where individual learning styles are recognized and encouraged.

### Principal's message:

Oak Run Elementary school is a tight-knit community school, which embraces our community as a whole. It has a 'one-room school house' feel, and the staff is fully committed to offering an authentic and dynamic learning environment to each child with care, love, and positive interactions and guidance. Much time, thought, energy and resources go into continuously transforming Oak Run School to a High Standards school and making it a holistic educational experience. Oak Run School has a flourishing organic gardening and farm to fork program, which includes chickens and a large greenhouse, that helps to feed all students and staff homemade breakfast and lunch every day!

Oak Run Elementary School is opening its doors to out-of-district pioneers ready for a gateway to a world of possibilities for your child! Imagine little ones experiencing the joy of learning amidst green spaces, embracing sustainable practices, and witnessing the wonders of nature firsthand. Oak Run isn't just a school; we're committed to providing an enriching experience that goes beyond textbooks, preparing your child for a future filled with success and fulfillment. Our seasoned educators are the stewards of this educational homestead, guiding your children through a curriculum that blends traditional wisdom with modern knowledge designed to spark curiosity. With a plethora of engaging extracurricular activities from farm-to-table projects like poultry processing to hands-on gardening, athletics, ceramic making, culinary arts and more! Experience the richness of our diverse and nurturing environment, let the educational adventure begin. Transcending district lines with ease, our commitment to accessible education extends to providing convenient busing options with stops already in Palo Cedro and Rare Air on Old 44 Dr. in Redding, and 299 E Bella Vista. Don't just settle for a school; choose Oak Run Elementary for an educational journey that transforms learning into a lifelong adventure.

Governing Board  
Shawn Hill, President  
Dede Masala, Clerk  
Shauna Kittrell, Member  
Vacant, Member  
Candace Maurer, Member  
Misti Livingston, Superintendent/Secretary

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	4
Grade 2	1
Grade 3	4
Grade 4	6
Grade 5	3
Grade 7	2
Grade 8	2
<b>Total Enrollment</b>	<b>23</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Asian	2.4
Black or African American	2.4
Two or More Races	7.3
White	82.9
Homeless	22
Socioeconomically Disadvantaged	92.7
Students with Disabilities	2.4

### 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>	2.90	100.00	2.90	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	2.90	100.00	2.90	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>	1.90	66.56	1.90	66.56	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>	1.00	33.44	1.00	33.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	2.90	100.00	2.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	33.11	0.90	33.11	231142.40	100.00
Intern Credential Holders Properly Assigned	1.90	66.56	1.90	66.56	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
<b>Total Teaching Positions</b>	<b>2.90</b>	<b>100.00</b>	<b>2.90</b>	<b>100.00</b>	<b>277698</b>	<b>100</b>

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
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	<b>0.00</b>	<b>1.00</b>	<b>0</b>

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

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

## 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	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)	0.00	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>.

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

All students are offered visual and performing arts education in the categories of painting, drawing, hands-on projects, drama, instrumental music, music composition, and choir. The arts are integrated with overall student curriculum. Oak Run School District students receive arts education as both separate and integrated curriculums.

Oak Run School District has purchased curriculum materials that align with Common Core State Standards. The middle school, grades 6-8, have adoptions in Science and History as of fall 2019, and have new adoptions in Math and Language arts in the spring of 2021.

Year and month in which the data were collected

2021-2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	CCSS Aligned Materials	Yes	0
<b>Mathematics</b>	CCSS Aligned Materials	Yes	0
<b>Science</b>	CCSS Aligned Materials STEMscopes NGSS grades 6-8 (2019)	Yes	0
<b>History-Social Science</b>	CCSS Aligned Materials National Geographic History grades 6-8 (2019)	Yes	0
<b>Health</b>	Adversity State Standards Aligned Curriculum	Yes	0
<b>Visual and Performing Arts</b>	California Credentialed Music Teacher Provides Visual & Performing Arts instruction.	Yes	0

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

## School Facility Conditions and Planned Improvements

The facilities at Oak Run School are continuously maintained. Regular maintenance and janitorial services keep Oak Run School's campus with a School Rating of 'Good.' There are six classrooms with adequate space for our enrollment. Classrooms use chrome books that are networked together and Internet connected. The District office is housed in a portable that is in good condition. The cafeteria and (multipurpose facility) is equipped for all-weather dining. Recess and lunchtime activities are conducted on a large grassy athletic field, a blacktop area for basketball and volleyball, and swings and a large play structure set on a bed of pea gravel. The blacktop playground was replaced in June 2005 through a deferred maintenance critical hardship grant from the state due to poor drainage and a cracked and uneven surface. The main building was built in the early 1960s.

Students are well managed through visible staff duty assignments.

Oak Run School District has hired a Custodian for daily janitorial services and has a part-time employee to provide maintenance to ensure the school is kept safe and in good repair.

Students are supervised by staff before, during, and after school hours. Students who choose to stay after school are enrolled in Camp Coral, which is an afterschool program that provides Academic and Recreation Enrichment. Students may also participate in after school music lessons and/or school sponsored clubs and life-skills classes.

Year and month of the most recent FIT report

September, 2024

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		New carpet and paint are needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		With the implementation of the new well, drinking fountains need to be updated and or replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	The L-shaped original building has some roofing issues that will need to be addressed as soon as finances and weather permits.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		The blacktop that was installed in 2005 was floated unevenly and now has multiple deep cracks and crevasses. This needs to be resurfaced as soon as finances and weather permits.

## 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
English Language Arts/Literacy (grades 3-8 and 11)	13	48	13	48	46	47
Mathematics (grades 3-8 and 11)	15	24	15	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	25	23	92.00	8.00	47.83
Female	--	--	--	--	--
Male	15	13	86.67	13.33	53.85
American Indian or Alaska Native	0	0	0	0	0
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	19	19	100.00	0.00	42.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92.00	8.00	47.83
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
All Students	25	25	100.00	0.00	24.00
Female	--	--	--	--	--
Male	15	15	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
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	19	19	100.00	0.00	15.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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)	--	--	--	--	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
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Programs Offered by Oak Run school District:

- Art
- Music
- Drama
- Sewing
- Cooking
- Disc Golf
- Gardening
- Ancestry Skills
- Public Relations
- Chicken Processing
- Food Processing Skills

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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
Grade 5	100% Participated	100% Participated	100% Participated	100% Participated	100% Participated
Grade 7	100% Participated	100% Participated	100% Participated	100% Participated	100% Participated
Grade 9	100% Participated	100% Participated	100% Participated	100% Participated	100% Participated

## 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

Parents are encouraged to participate at Oak Run School and can become involved in several ways, including supporting School Site Council (SSC)/District Advisory Committee (DAC); or as a field trip chaperone, classroom volunteer/tutor, or special projects volunteer. We also hold annual events which everyone is invited, and 100 percent attendance is expected at parent-teacher conferences. Some events include Open House and the Back-to-School Social, the Annual Hoedown, Pie Auction, Winter Dance, Holiday Concerts and Dinners, the eighth-grade trip, fundraising events, and monthly family and community to-go dinners.

Oak Run School phone number and email address is: 530-472-3241 or [mlivingston@oakrunschool.org](mailto:mlivingston@oakrunschool.org)

## 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
Dropout Rate							7.8	8.2	
Graduation Rate							87.0	86.2	

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

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



## 2023-24 Chronic Absenteeism by Student Group

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

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

### 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 and expulsions data.

Rate	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>Suspensions</b>	0	3.08	3.08	0	3.08		3.17	3.6	
<b>Expulsions</b>	0	0		0	0		0.07	0.08	

## 2023-24 Suspensions and Expulsions by Student Group

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

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

## 2024-25 School Safety Plan

School Safety Plan review date: (done by March 1 of each school year) February 2024.

Oak Run School has a school safety plan developed by staff, administration and parents, which the DAC, SSC and Board of Trustees approved. Drills for evacuation and lock-downs are conducted monthly to ensure all staff and students are familiar with and ready to carry out all emergency procedures, should it be necessary to do so.

Oak Run School participates in a variety of Social/Emotional Development assemblies and emphasizes the positive character within each and every one of us. Phones and intercoms are installed in every room with voicemail capabilities. Visitors and volunteers must sign in and out every day in the district office and must wear a bright-colored badge visibly displaying their role on campus as well as following Public Health Guidelines.

The school safety plan was last reviewed, updated and discussed with the school faculty February 2024. Key elements of the plan include monthly safety drills, crisis intervention plans, suicide prevention plan and our violence prevention curriculum.

School Site Council and the District Advisory Committee are currently working together to update sections of the School Safety Plan for future reference.

## 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.

### 2021-22 Elementary 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 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	5	2		
1	6	1		
2	7	1		
3	4	1		
4	5	1		
5	6	1		
6	4	1		

### 2022-23 Elementary 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 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	1	2	0	0
1	6	1	0	0
2	5	1	0	0
3	7	1	0	0
4	2	1	0	0
5	5	1	0	0
6	6	1	0	0
Other	0	0	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	6	1		
1	5	1		
2	4	1		
3	5	1		
4	3	1		
5	1	1		
6	4	1		
Other	14	1		

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

This table displays the 2020-21 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				
Mathematics				
Science				
Social Science				

### 2022-23 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2023-24 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	0	0		
Mathematics	0	0		
Science	0	0		
Social Science	0	0		

## 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
Pupils to Academic Counselor	

## 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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.020
Library Media Services Staff (Paraprofessional)	
Psychologist	.20
Social Worker	
Nurse	.080
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.20
Other	

## 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>	\$14,396	\$4,866	\$9,531	\$47,820
<b>District</b>	N/A	N/A	\$9,531	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$10,771	\$79,413
<b>Percent Difference - School Site and State</b>	N/A	N/A	22.5	-45.2

## Fiscal Year 2023-24 Types of Services Funded

The following is a list of Federal- and State-funded programs provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Life Skills Classes (ELO-P)
- Class Size Reduction (CSR)
- School Improvement Program (SIP)
- Special Education Services
- School Library Grant
- Tobacco Use Prevention Education (TUPE)
- Assembly Bill 1113 School Safety & Violence Prevention
- National School Lunch Program
- TK-8th Grade Counseling
- Physical Education Teacher (P.E. Incentive Grant)

## 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	16%	26%
Percent of Budget for Administrative Salaries	5%	6%

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b>	

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

## Professional Development

Professional development days:

2023-2024

The Oak Run School staff engages in a number of professional development activities in and outside the school year; on and off campus, including online PD. In addition to the 2 professional development days throughout the school year every Monday allows staff to engage in trainings, development and support activities.

## Professional Development

Professional development for the 2024-2025 school year is focused on the implementation of MTSS, PBIS, Restorative Justice, and our Learning Continuity goals (1) Ensuring all students are reading at grade level by 3rd grade. (2) aligning our instruction & student learning materials to the Common Core State Standards for math, ELA, & science while implementing STEM education. (3) Social/Emotional development with the aim of improving academic attainment.

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	7	4