

Heritage Oak Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Heritage Oak Elementary School
Street	2271 Americana Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 773-3960
Principal	Josh Nielsen
Email Address	jnielsen@dcjesd.us
School Website	https://ho.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-6108963

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Heritage Oak Elementary School is an educational community that works collaboratively to reach the following goals:

- Meet the social and emotional needs of all students
- Develop and maintain programs and an environment that supports positive student engagement and school-wide success
- Build staff support and collaboration
- Integrate and utilize technology to improve the educational experience for all students
- Create programs and opportunities to nurture growth academically and emotionally
- Implement programs for academic success and social growth
- Establish communication between all stakeholders that involves active listening, problem-solving, and the careful consideration of student needs

Heritage Oak strives to provide an optimal learning environment for our students' social, emotional, and academic development and success. We continually work to enrich the lives of all students through meaningful learning activities that promote self-esteem, responsible behavior, and academic success. Our mission can only be accomplished with every student having the opportunity to meet their potential.

School Profile

Heritage Oak Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Heritage Oak focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. Heritage Oak is rich with opportunities in science, technology, engineering, and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students.

In 2002 Heritage Oak was identified as a California Distinguished School. Then in 2010, the school was named a California Distinguished School for the second time. In 2017 and 2018, Heritage Oak earned a Silver Medal for our Positive Behavior and Intervention Supports (P.B.I.S.). During the 2019/2020 school year, the school served 584 students in Transitional

2023-24 School Description and Mission Statement

Kindergarten through Fifth Grade. Grades TK-3 participated in the class size reduction program, with classes averaging 24 students. Classes in fourth and fifth grades average 30 students. This neighborhood school is a complete facility with a library, STEAM/computer lab, play fields, a large playground and apparatus area, a multipurpose room, and an outdoor amphitheater area. Heritage Oak has various school-based coordinated programs, including special education, Gifted and Talented Education, in-school interventions, and multiple parental involvement opportunities. Our 23/24 school year has us serving 642 Husky students in grades T.K. through 5th grade. We are focusing on student academic and social-emotional growth using a research-based curriculum and strong interventions outlined in our Multiple Tiered Systems of Support. At Heritage Oak, we value learning and support the whole child.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	97
Grade 2	105
Grade 3	112
Grade 4	98
Grade 5	86
Total Enrollment	627

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7%
Male	56.3%
Asian	6.7%
Black or African American	3.2%
Filipino	3%
Hispanic or Latino	25.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	13.7%
White	47.4%
English Learners	7.3%
Homeless	1%
Socioeconomically Disadvantaged	30.1%
Students with Disabilities	15.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.50	97.18	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.82	35.30	11.01	12115.80	4.41
Unknown	0.00	0.00	6.50	2.04	18854.30	6.86
Total Teaching Positions	28.30	100.00	321.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	88.27	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.86	27.50	8.63	11953.10	4.28
Unknown	1.80	5.86	10.10	3.20	15831.90	5.67
Total Teaching Positions	30.70	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.50
Local Assignment Options	0.80	0.30
Total Out-of-Field Teachers	0.80	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
Science	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
Foreign Language	N/A		
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		

School Facility Conditions and Planned Improvements

Heritage Oak Elementary was built in 1990. Routine and scheduled maintenance are conducted as needed. Site staff typically generates work orders using a web-based work order system, which are addressed expeditiously.

In 1994, it was named winner of the James D. McConnell Award from the Council of Educational Facility Planners International. The school facilities include; a multipurpose room for eating and a variety of school/community functions, a school library, an outdoor amphitheater area, and a large playing field used by the community for organized sports. School staff, students, the neighborhood, and the community take great pride in the facilities, which is reflected in the cleanliness and safety record of the school. Parents support the school-wide discipline plan and have helped make the school a safe place for students to attend. Parents and visitors are required to sign in at the front office when coming on campus. School staff supervises students before and after school and during recess and lunch.

The District makes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground is original equipment, WR18-Door is allowing water to enter during heavy rain, concrete slopped towards the door, broken sprinkler, Bldg. 9 missing screen on windows - Work Order in place to fix

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	56	56	54	47	46
Mathematics (grades 3-8 and 11)	54	53	45	46	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	306	296	96.73	3.27	56.08
Female	132	127	96.21	3.79	62.20
Male	174	169	97.13	2.87	51.48
American Indian or Alaska Native	0	0	0	0	0
Asian	21	19	90.48	9.52	73.68
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	42.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	61.76
White	147	140	95.24	4.76	62.86
English Learners	18	10	55.56	44.44	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	76	90.48	9.52	38.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	22.00

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	306	304	99.35	0.65	52.96
Female	132	132	100.00	0.00	50.00
Male	174	172	98.85	1.15	55.23
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	85	98.84	1.16	44.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	67.65
White	147	146	99.32	0.68	56.85
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	84	100.00	0.00	29.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	50	100.00	0.00	20.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.39	43.96	44.80	41.61	29.47	30.29

2022-23 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	91	91	100.00	0.00	43.96
Female	37	37	100.00	0.00	40.54
Male	54	54	100.00	0.00	46.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	47.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	99%	100%	100%	99%	91%

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.

2023-24 Opportunities for Parental Involvement

Heritage Oak encourages parents to be actively involved in their child's classroom and the school. Teachers use parents in the classroom daily. The P.T.A. encourages parent volunteers through various activities held during the year.

Classroom teachers, site administration, and the P.T.A. actively seek parent volunteers to support the classroom and school activities. Parents are encouraged to volunteer through the beginning of the year notices that go home from the P.T.A. and classroom teachers. In addition, teachers use classroom newsletters and back-to-school presentations to make parents feel welcome and valued as classroom volunteers.

As members of the School Site Council, parents work with staff in reviewing assessment data and school planning and evaluation.

Parents are involved in the school in a multitude of ways, including the following:

Volunteering in classrooms and the library

Parent involvement in our P.B.I.S. meetings

School Site Council - meets monthly to review the program

Parent Teacher Association - supports school activities and parent education

Art, Music + P.E. Docents - support art, music, and physical education instruction

Watch D.O.G.S. mentoring program

Parent Education and Training include:

Workroom training

Parents are informed of student performance through regular parent-teacher contact, including parent-teacher conferences, progress reports, report cards, Student Success Team meetings, I.E.P. meetings, and Intervention plan conferences. Keeping parents informed of student performance is a high priority of the staff. Parents receive information about grade-level standards through standards brochures that are found online and report cards. Teachers post student grades in a student management system that parents can access from any internet-connected device.

2023-24 Opportunities for Parental Involvement

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Josh Nielsen at 916-773-3960.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	667	660	103	15.6
Female	291	289	42	14.5
Male	376	371	61	16.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	46	45	6	13.3
Black or African American	23	23	9	39.1
Filipino	19	19	5	26.3
Hispanic or Latino	173	169	30	17.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	91	89	11	12.4
White	314	314	41	13.1
English Learners	58	57	5	8.8
Foster Youth	4	2	1	50.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	240	237	59	24.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	125	33	26.4

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.75	0.60	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0	0
Male	1.06	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.35	0
Filipino	0	0
Hispanic or Latino	1.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.34	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern at Heritage Oak Elementary. The school complies with all laws, rules, and regulations on hazardous materials and state earthquake standards. The School Site Safety Plan will be reviewed in March 2024. All revisions were communicated to the classified and certificated staff, and safety training is held regularly with school staff to ensure emergency preparedness. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted monthly throughout the school year. Lockdown/barricade drills are held three times per year. Earthquake drills are conducted twice per year. Students are supervised before and after school by certificated staff. Classified staff supervises students during lunch. Classified and certificated staff help with supervision during lunch and break periods. There are designated areas for student drop off and pick up. We completed a site vulnerability assessment in September 2018 and are working closely with the district office to make recommended changes to improve overall school safety. DPREP assessed our school and provided recommendations for enhanced school safety. A Professional Development Day was dedicated to DPREP and these recommendations. The Heritage Oak staff is also receiving

2023-24 School Safety Plan

additional DPREP training in November, all in an attempt to improve school safety protocols and what to do in the event of a crisis.

Parents/guardians and interested members of the community are encouraged to visit the school and observe the educational program. Visits during school hours should be arranged in advance with the teacher or principal. If a conference with the teacher is desired, an appointment should be set with the teacher during non-instructional time. All visitors must go directly to the school office to register before going into instructional areas when school is in session. (Reference Board Policy 1250, Administrative Regulations 1250(a,b) and Penal code 627.6)

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.

2020-21 Elementary 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 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	20	1	4	
1	19	5	6	
2	18	9		
3	16	7		
4	18	4	4	
5	20	2	6	
Other	15	2	1	

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	20	1	5	
1	19	2	8	
2	21	1	10	
3	20	2	8	
4	22	1	6	
5	25	1	6	
Other	9	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	0
1	19	2	8	0
2	23	1	8	0
3	20	1	10	0
4	27	1	6	0
5	24	1	6	0
6	0	0	0	0
Other	13	1	0	0

2022-23 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	1254

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8316.69	2126.59	6190.10	86575.39
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-31.9	0.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-75.2	-0.8

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Medi-Cal Administrative Activities
- Mandated Cost Reimbursement
- Other State
- Lottery
- Extended Learning Opportunities Program
- Title 1
- ESSER II
- ESSER III
- Special Education
- Special Education: Preschool
- Title 2, Part A Teacher Quality
- Title 4, Part A
- Title 3, Immigrant
- Title 3, Limited English
- ARP Homeless
- Lottery: Instructional Materials
- Sp Ed Learning Recovery
- Sp Ed Mental Health
- Mental Health
- Discretionary Block Grant
- Class Summer Assist Program
- Expanded Learning Opport.
- ELP Paraprofessionals
- STRS on Behalf

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	