

# Oroville Union High School District Community Day 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.

<b>Internet Access</b>	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>	Oroville Union High School District Community Day School
<b>Street</b>	2060 2nd Street
<b>City, State, Zip</b>	Oroville, CA 95965
<b>Phone Number</b>	530-534-2330
<b>Principal</b>	Brian Spears
<b>Email Address</b>	bspears@ouhsd.net
<b>School Website</b>	<a href="https://www.ouhsd.org/">https://www.ouhsd.org/</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	046151500430140

## 2024-25 District Contact Information

<b>District Name</b>	Oroville Union High School District
<b>Phone Number</b>	(530) 538-2300
<b>Superintendent</b>	Doug Williams
<b>Email Address</b>	cwillenb@ouhsd.net
<b>District Website</b>	<a href="https://www.ouhsd.org/">https://www.ouhsd.org/</a>

## 2024-25 School Description and Mission Statement

OUHSD provides a variety of quality educational experiences for students of all learning styles in a safe and nurturing environment. Our goal is to prepare our students to be critical thinkers and consumers in the 21st. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student. The District's Mission is: Preparing students for the future today.

The purpose of community day schools is to provide an education setting for students who have been expelled from a school, students referred by a school attendance review board or probation, and other youth at high risk. Community day schools are operated by school districts.

The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual instructional strategies to meet the students' learning abilities and modalities. Community day schools also include school-to-career and other "real world" connections as a part of the curriculum. Additionally, community day school programs focus on the development of social skills, emotional development, and resiliency. Community day schools are expected to operate in an environment of high expectations for staff and students. Community day schools are intended to have low student-to-teacher ratios. The OUHSD Community Day School is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. The Principal will work with the Superintendent and/or designee to ensure that expulsion plans are considered in addition to the student's progress in attendance, appropriate behavior, and academic achievement (credits) when considering transitioning students between alternative education sites.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	1
Grade 11	3
Grade 12	1
<b>Total Enrollment</b>	<b>7</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.1
Male	42.9
Hispanic or Latino	14.3
White	85.7
English Learners	14.3
Foster Youth	14.3
Homeless	14.3
Socioeconomically Disadvantaged	85.7
Students with Disabilities	14.3

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 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>	0.50	57.78	87.50	76.91	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	3.30	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	41.11	14.50	12.80	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	8.30	7.31	18854.30	6.86
<b>Total Teaching Positions</b>	0.90	100.00	113.80	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>			94.90	80.43	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>			1.00	0.85	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>			3.10	2.67	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>			14.70	12.49	11953.10	4.28
<b>Unknown/Incomplete/NA</b>			4.20	3.56	15831.90	5.67
<b>Total Teaching Positions</b>			118.00	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>	0.50	40.00	88.30	75.88	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.69	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.90	8.51	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	59.29	13.30	11.50	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.90	3.40	14303.80	5.15
<b>Total Teaching Positions</b>	1.40	100.00	116.40	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
<b>Misassignments</b>	0.00		0
<b>Vacant Positions</b>	0.00		0
<b>Total Teachers Without Credentials and</b>	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
<b>Local Assignment Options</b>	0.30		0.8
<b>Total Out-of-Field Teachers</b>	0.30		0.8

## 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)			
<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

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

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English 9, 10, 11, 12 Timeless Voices, Timeless Themes, Platinum Edition  Supplemental Text: Springboard for 8th, 9th, 10th, 11th grades	Yes	0
<b>Mathematics</b>	Math 1 Readiness, College Preparatory Mathematics, Core Connections	Yes	0
<b>Science</b>	Physical Science, Hewitt, P.g., Suchocki, J.A. LA Conceptual Physical Science Plus Mastering Physics  General Biology: What is life? (2011) J. Phelan. BFW Publishing  Biology Foundations: Concepts and Challenges in Life Science (2009). Bernstein, Schachter, Winkler and Wolf, Pearson Publishing	Yes	0
<b>History-Social Science</b>	World History: History Alive! World Connections (2013). D. Hart T CL Publishers  US History: History Alive! Pursuing American Ideals (2013). D. Hart, T CL Publishers  Economics Principles and Practices (2005). Glencoe Publishing  Economics Foundations (2000): Economics, 3rd Edition, Globe Fearon Publishing	Yes	0

<b>Foreign Language</b>	N/A - Not offered		
<b>Health</b>	N/A - Not offered		
<b>Visual and Performing Arts</b>	Art 1: The Visual Experience (1991). Jack Hobbs and Richard Salome, Davis Publications Inc.	Yes	0

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

## School Facility Conditions and Planned Improvements

The school's systems, cleanliness, restrooms/fountains, safety, structure, and external features are good. Areas in need are electrical systems and some safety features. Exterior painting and replacement of siding should occur summer 2022.

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

07/2024

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			
<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)	--	--	48	41	46	47
<b>Mathematics</b> (grades 3-8 and 11)	--	--	17	15	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	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
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 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	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
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	--	--	--	--	--

## 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)		--	21.84	21.33	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	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
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

OUHSD Community Day School doesn't offer a continuum of CTE classes or CTE certification, however, in 2023-2024 CDS offered 3 electives including Art, Recycled Bikes, and Construction (the latter of which is taught by a certificated CTE teacher) in 12 week increments for which they receive course credit and letter grades.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## 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	0
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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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

For the 2024-2025 School Year, OUHSD Community Day School started the school year with 4 students and currently serves 7 students as of 12/8/2024. The Community Day School certificated and classified staff (Teachers, Targeted Case Managers, Universal (Custodian/Campus Supervisor) and Principal meet formally (Intake Meetings) and informally (Back to School Night) with all parents and guardians throughout the academic year. Parent/guardian feedback is continually solicited and their input helps facilitate the the quality of our academic and social-emotional program. The OUHSD Community Day School maintains a safe, respectful, and responsible learning environment and utilizes PBIS practices and inform parents/guardians of any behavior, attendance, or credit concerns and/or Office Discipline Referrals submitted in SWIS. Parental involvement and communication is also encouraged through the use of the Parent Square's outreach software (text and email). Home visits are performed throughout the course of the school year and a recurrent dialogue with the aforementioned parent/guardians is facilitated by the classroom teacher, Targeted Case Manager, and the principal who also interacts with representatives from the Butte County county as necessary. The District's social media page that all parents/guardians can access that highlights students' successes and promotes awareness of school culture and current events.

## 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		--		7.3	10.5		7.8	8.2	
Graduation Rate		--		87.6	83.3		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>		17.39		5.38	5.99		3.17	3.6	
<b>Expulsions</b>		0		0.24	0.45		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

The Comprehensive School Safety and Crisis Response Plan are reviewed annually by both the school and the District. Discussion with staff and District personnel has historically occurred. State law requires districts to implement multi-hazard practice drills (e.g., fire, lockdown, active shooter, or evacuation drills) without requiring inter-agency coordination. Drills are held annually and information as appropriate is shared with stakeholders. The Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements of SB 187 and the National Incident Management System. The document is updated as necessary and changes are made based on bettering our response and new situations that may arise. School staff have participated in two consecutive years ICS4Schools "Redefining Emergency Response" Training to ensure preparedness in the area of emergency response for all schools.

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

## 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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
School Site	56832	5257	58832	83923
District	N/A	N/A	10297	90920
Percent Difference - School Site and District	N/A	N/A	140.4	8.0
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	-138.1	11.1

## Fiscal Year 2023-24 Types of Services Funded

It should be noted: For the 2023-2024 School Year, OUHSD Community Day School

The following services are offered to OUHSD Community Day School students.

Academic/Career counseling (4 days a week):

504 case management, transcript analysis, grad status checks, class scheduling, college enrollment, college financial aid, scholarships, night school enrollment, summer school enrollment, career field trips, career presentations, personal counseling/peer conflict resolution, counseling referrals.

Victor counseling (1-2 days a week): Contracted counseling services via BCBH to provide weekly therapy appointments to Medical-Cal eligible students.

1 Targeted Case Manager

Support in navigating Medi-Cal services, personal counseling, counseling referrals, case management of student

## Fiscal Year 2023-24 Types of Services Funded

housing/food/clothing needs.

E-Center: Onsite daycare that provides childcare for babies of teen parents, prenatal education and childcare experience for teen parents.

Student Closet:

Closet on campus that provides free clothing and hygiene products to students in need.

School Ties:

BCOE program that provides bus passes, family support and backpacks to homeless youth.

## 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>	\$55,883	\$56,629
<b>Mid-Range Teacher Salary</b>	\$80,716	\$92,603
<b>Highest Teacher Salary</b>	\$110,022	\$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>	\$140,708	\$159,410
<b>Superintendent Salary</b>	\$203,961	\$213,044
<b>Percent of Budget for Teacher Salaries</b>	24%	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.

### 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

OUHSD provides staff members with four professional development opportunities throughout the course of the school, year. Additional trainings in various content/subject areas including behavioral modification, and strategies for our at-risk population also occur in hourly increments throughout the course of the academic year including but not limited to: Distance Learning, Online Learning, PBIS, Zoom, and Google Classroom. We have a 1:1 ratio of students to Chromebook for cross curricular instruction and every classroom has a set of Chromebooks for students to use. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide.

The Community Day School's teachers also teach courses for the District's Continuation School located directly across the street. The English teacher has collaborated on numerous occasions with OUHSD ELA teachers to "map" the English curriculum and ensure instruction align with common core standards and student ability levels. Students requiring EL support engage in Districtwide curricula to ensure access to the curricula. Prospect's CTE and Art Teachers have also participated in Paxton Patterson Training (Hands-On/Minds) in areas including but not limited to: CTE - Blueprint Reading Skills, Concrete Skills, Drywall Skills, Electrical Skills, Estimation Skills, Hand Tool Skills, HVAC, Masonry Skills, Plumbing Skills, Power Tool Skills (less equip), Roof Framing Skills, Wall Framing Skills, and Occupational Health & Safety, Welding Basics, Home Maintenance Systems and Energy & Power. Art -Flight & Drone Technology, Lasers, Robotics, Digital Manufacturing and Video Production.

Training on implementation of School Wide Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS) is provided by the Placer County Office of Education in conjunction with the Butte County Office of Education. PBIS practices and the Community Day's Targeted Case Manager (Classified Staff) lead the school's Wellness Center that serves all PHS students with various social-emotional and even charitable needs.

The Community Day School daily schedule includes 360 minutes of classroom instruction per day including credit recovery for students who are credit deficient. Staff also attend workshops and conferences and collaborate with their peers at the district's continuation school.

Focus on Social Emotional Learning, Mental Health, Academics, and Good Behavior Choices have been or will be at the forefront of staff Professional Development. Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Restorative Justice, and revised Discipline philosophies are being implemented. Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings,

## Professional Development

behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with our common core implementation. We have a 1:1 ratio of students to Chromebook for cross curricular instruction. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide.

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>	41	4	4