Oak Tree Community Day 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/fg/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	Oak Tree Community Day School
Street	38136 35th Street East
City, State, Zip	Palmdale, Ca 93550
Phone Number	661-285-1548
Principal	Fredrick Gatlin
Email Address	FDGatlin@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4467
County-District-School (CDS) Code	19648570116558

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Oak Tree CDS Mission Statement:

Oak Tree CDS strives to provide each child with a rigorous and relevant academic educational setting, a safe learning environment and the knowledge, skills, and attitudes necessary for success in the 21st Century. Oak Tree utilizes a structured Leadership Model program to implement positive behavior support with a focus on behavior replacement and team cooperation. Our mission is to systemically implement a Professional Learning Community and create an environment of learning where students feel valued and respected. Oak Tree nourishes safety, responsibility, and respectful behavior in all of our students. A learning environment that builds a collaborative culture and character that will help students acquire both the academic and social skills that are results-oriented necessary to be successful in an ever-changing society.

Oak Tree CDS Vision Statement:

Oak Tree Community Day School's vision is to promote student learning and behavioral growth by offering innovative academic choices and opportunities for success in the 21st Century. We will endeavor to create a meaningful relationship with every student that rewards excellence, stresses self-discipline and creates high expectations. Additionally, Oak Tree will foster continued collaboration with parents, students, and staff so our students can reach their full potential. As professionals, we value student achievement and parental support, as we provide a safe and attractive learning environment.

Oak Tree CDS Goal Statement:

Behavior and academic improvement will be the result of consistent/relevant instruction, professional development and data analysis.

Oak Tree CDS Priority Statement:

We will maintain a focus on student learning and behavioral growth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	7
Grade 2	7
Grade 3	2
Grade 4	2
Grade 5	6
Grade 6	10
Grade 7	16
Grade 8	20
Total Enrollment	71

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.4%
Male	67.6%
American Indian or Alaska Native	1.4%
Black or African American	49.3%
Filipino	1.4%
Hispanic or Latino	39.4%
Two or More Races	2.8%
White	5.6%
English Learners	7%
Foster Youth	7%
Homeless	1.4%
Socioeconomically Disadvantaged	91.5%
Students with Disabilities	49.3%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.30	51.00	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.10	48.88	73.80	8.18	12115.80	4.41
Unknown	0.00	0.00	50.10	5.56	18854.30	6.86
Total Teaching Positions	8.50	100.00	902.80	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.70	55.82	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.70	44.07	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	8.50	100.00	902.00	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	0.00
Local Assignment Options	4.10	3.70
Total Out-of-Field Teachers	4.10	3.70

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

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected	November 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 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

- Oak Tree Learning Center is located at 38136 35th Street East in Palmdale.

- Oak Tree has eight portable classrooms, a multi-purpose room, a computer lab, a staff lounge, and a library. Each classroom has a phone, Promethean Board, and computers that are connected to the district's local area network. Exercise facilities consisting of basketball courts and field are available to students during physical education class and lunch recess.

- The Oak Tree staff members work together to provide a safe, secure, and clean environment for students to learn. All entrances to the school with the exception of the front office remain locked during school hours. Supervisory staff are clearly identified and all visitors must check in with the office. The custodial staff performs cleaning operations in each classroom and other school facilities on a daily basis. Teachers and support staff assist these efforts by requiring students to take responsibility for the cleanliness of their campus.

- The phone system allows staff to contact other rooms on campus as well as providing access to outside phone lines. When staff members are unavailable to take calls, parents can leave messages with office personnel.

- The entire staff participates in disaster training that prepares them to handle emergency care in the event of earthquakes and other such disasters. The School has an organized disaster plan and necessary supplies.

- Oak Tree's staff takes pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the custodial staff. Our staff monitors the restrooms on a regular basis. The district policy is to make the necessary repairs as quickly as possible to keep the facilities in working order.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	June 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			

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)	10	5	29	28	47	46
Mathematics (grades 3-8 and 11)	0	2	14	16	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	61	57	93.44	6.56	5.26
Female	19	18	94.74	5.26	5.56
Male	42	39	92.86	7.14	5.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	27	25	92.59	7.41	4.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	26	92.86	7.14	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--

English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	2.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	4.76

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	61	57	93.44	6.56	1.75
Female	19	18	94.74	5.26	0.00
Male	42	39	92.86	7.14	2.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	27	24	88.89	11.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	27	96.43	3.57	3.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	49	92.45	7.55	2.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	0.00

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)	4.17	0.00	13.34	13.64	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	25	20	80.00	20.00	0.00
Female	--	--	--	--	--
Male	16	12	75.00	25.00	0.00
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	13	11	84.62	15.38	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	16	76.19	23.81	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100	100	100	100	100
Grade 7	86	86	86	86	86

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

Parents and students attend an intake meeting with the site administrator prior to the student attending class to discuss behavior concerns and the students' academic placement and status. Student Study Team meetings and IEP' s are conducted as needed to ensure that all services are meeting the specific needs of all students. Near the end of each students' Oak Tree assignment, the parent, the student, classroom teacher, site administrator, and receiving school administrator meet to discuss and finalize a transition plan back to the students' homeschool. The principal of Oak Tree or a school representative will follow up with those students who have successfully completed the Oak Tree program at the 4, 8, & 12 week bench marks. The follow up session will be conducted at the students home school.

The School Site Council is an elected committee of five parents or community members, three teachers, the site principal, and one other staff member. The purpose of this committee is to review and assess the effectiveness of the school's curriculum programs and targeting funds to support the many needs of all students. School Site Council meetings are held on the third Thursday of each month. All parents and community members are not only encouraged to attend SSC meetings, but they're also encouraged to join our once and twice a month "Parenting Workshops." These workshops are designed to help parents learn a variety of different parenting skills. Classes are facilitated by Oak Tree's Principal, School Psychologist, School Counselor, School Social Emotional Counselor, and and our community partner "U.M.H.P" (United Mental Health Program). Additionally, Oak Tree hosts AAPAC meetings once per month where parents are invited on campus to discuss cultural diversity and a variety of multicultural topics and ideas that can benefit all students on campus. Also a bi-monthly Coffee with the Principal meeting is held, where parents and the Principal meet to discuss concerns and information of school and community events. Lastly, Oak Tree hosts' Title 1 meetings were parents are informed of funding, test scores and other relevant information pertaining to their child's school and education.

95% of students complete the Oak Tree Program.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	143	123	67	54.5
Female	47	39	22	56.4
Male	96	84	45	53.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	2	2	100.0
Asian	0	0	0	0.0
Black or African American	68	60	30	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	60	51	32	62.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	7	6	1	16.7
English Learners	20	18	12	66.7
Foster Youth	22	15	10	66.7
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	129	114	61	53.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	56	29	51.8

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	3.33	39.42	37.76	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	37.76	0
Female	34.04	0
Male	39.58	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	47.06	0
Filipino	0	0
Hispanic or Latino	25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	20	0
Foster Youth	36.36	0
Homeless	0	0
Socioeconomically Disadvantaged	40.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	44.44	0

2023-24 School Safety Plan

The Oak Tree School Safety Plan includes disaster procedures and preparedness drills to ensure the safety and well being of students and staff. During all drills and real emergencies, all students and staff report to the assigned safe area. All other available adults report to the Tactical Staging Area for instruction and the incident command post is implemented. Fire drills are conducted once per month. The Plan is available for review in the school office. The Safety Plan was last reviewed on December 13, 2023.

Disaster supplies are checked annually to ensure proper quantities of supplies are available. Our designated disaster shed holds stocked inventory that may be necessary in the event of an emergency.

Another safety priority for Oak Tree, is to provide a safe, secure, comfortable, and clean environment for learning. Every classroom has a sufficient supply of PPE for teacher student use. All desks in every classroom are at least 4ft. apart from one another.

All entrances to the school, remain locked during school hours. Supervisory staff is clearly identified and all visitors must check in with the office. The school custodian performs basic cleaning operations in each classroom and outside areas. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. Students are received before and after school by staff members in front of the school. At the end of each school day, every student is escorted off of the campus one at time to the school bus or to their personal transportation vehicle. Students are consistently monitored during all student movement on campus.

Oak Tree Community Day school houses 8 classrooms, a computer lab, three chrome book carts, library, and a multipurpose room. All classrooms have Promethean Boards.

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
1	3	8		
2	4	8		
3	6	8		
4	5	8		
5	3	16		
6	1	16		
Other	25		2	

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
1	1	12		
2	2	8		
3	3	7		
4	2	17		
5	3	14		
6	3	8		
Other	12	4		

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	1	7	0	0
1	7	7	0	0
2	7	8	0	0
3	2	8	0	0
4	2	8	0	0
5	2	21	0	0
6	5	14	0	0
Other	17	4	0	2

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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	$70,423	$2,154	$68,269	$118,357
District	N/A	N/A	$4,552	$97,605
Percent Difference - School Site and District	N/A	N/A	175.0	19.2
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	159.9	27.7

Fiscal Year 2022-23 Types of Services Funded

Title I: for at-risk students in the areas of reading and math

School Improvement: for improving all curricular areas for all students

EIA/LEP & ELAP: for limited English proficient students

GATE: for gifted and talented education

Intersession: for remediation and enrichment

Title VI: for library books and school assemblies

Social/Emotional Counseling so students can unpack issues and learn a variety of coping skills.

Reading Buddies and Literacy Coach Push-ins: Daily 1 on 1 and small group help and intervention that helps students improve reading fluency and comprehension at their academic levels.

Wolf Connection: Field trips to help students connect with animals and learn different life principles that help manage behavior, and social skills

Independent Living Skills Workshops: Budgeting, mock interviews, assets vs. liabilities, career zone, college info., dress for success, how to tie a tie

Accountability Workshops: Teaching students how to tap into being more responsible and honest regarding their actions and reactions to different situations.

Anger Management Workshops: To help students learn a variety of skills and tools to help them manage their anger and make better decisions.

Restorative Justice Circles: Helps students work on effective communication skills with other scholars they have conflict with.

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	$52,172	$54,215
Mid-Range Teacher Salary	$83,295	$86,843

Fiscal Year 2021-22 Teacher and Administrative Salaries

Highest Teacher Salary	$116,624	$111,440
Average Principal Salary (Elementary)	$128,005	$140,851
Average Principal Salary (Middle)	$132,060	$147,065
Average Principal Salary (High)	$122,519	$142,189
Superintendent Salary	$251,125	$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

Teachers meet frequently within and across grade levels in PLC and in lesson studies and grade specific institutes to plan and discuss student data, instructional improvement and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. We design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment, Accountability, and Teacher Support departments, participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on weeknights and Saturdays.

Trainings are also offered during the summer months on content specific areas, and professional areas such as SIOP, NCI (Nonviolent Crises Intervention), Teacher Leaders, English Language Arts, Mathematics workshops, Science, Social Studies English Language Development, and intervention programs. Administration training focuses on the development of learning communities, Palmdale Promise Academies, Trauma-Informed Practices, and Cultural Proficiencies.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

Examples of Oak Tree Community Day School PDs: CKH (Capturing Kids Hearts), Howard Group (Relational Trust Professional Learning - Humanizing Education for Marginalized Students of Color and Examining Implicit Bias (19-20), School Data, Safety, P.E., CHAMPS, Conferences, NCI PD Refreshers, Leadership Training, Unconscious Bias, A.L.I.C.E Training, Mandated Reporter Training, Reading Fluency, and Trauma Based Training (20-21). Trauma Based Training is scheduled for the first and second semesters of the 2023-2024 school year with D. Ford Consulting.

We will update staff NCI (Nonviolent Crises Intervention) training in the summer of 2024.
90% of the Oak Tree Staff are "NCI" Certified.

Number of school days [4]

[All of Oak Tree Community Day School PDs. must be given after school or on Saturday's.]

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	2	2	4