Oakmont Outdoor School
2020-2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Oakmont Outdoor School
Street	120 West Green Street
City, State, Zip	Claremont, CA 91711-4912
Phone Number	(909) 398-0313
Principal	Jennifer Adams
Email Address	jadams@cusd.claremont.edu
School Website	https://oakmont.cusd.claremont.edu/
County-District-School (CDS) Code	19-64394-6012199

2021-22 District Contact Information

District Name	Claremont Unified School District
Phone Number	(909) 398-0609
Superintendent	Jeff Wilson, Ed.D.
Email Address	superintendent@cusd.claremont.edu
District Website Address	www.cusd.claremont.edu

2021-22 School Overview

Principal's Message
Welcome to Oakmont Outdoor School. We invite you to view our School Accountability Report Card. In accordance with Proposition 98 and to fulfill state and federal disclosure requirements, every school in California is required to issue an annual School Accountability Report Card. Parents and community members will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

We are unique in that we run a thematic outdoor program in the Claremont Unified School District. Oakmont Outdoor School is located on the corner of Arrow Hwy. and College Ave. Our picturesque campus features beautiful trees, gardens and murals, as well as a large playground with multiple play structures and plenty of field play space. Our small size, approximately 300 students, is one of our main features, as we offer a personal education that focuses on the individual needs of each student.

We are an AVID (Advancement Via Individual Determination) Elementary School specializing in delivering the Common Core State Standards using the world's biomes as a thematic setting where students participate in a variety of outdoor field study experiences. Each grade level (TK-6) studies one of the world's biomes and has a culminating trip to that biome which includes overnight travel for our fourth to sixth grade students. Oakmont has also earned the designation of Apple Distinguished School, in recognition of our innovative work in teaching and learning through technology integration. There are many exciting events that occur over the school year that, added to exceptional classroom instruction, provide a state-of-the-art educational and family setting. Oakmont Outdoor School emphasizes high expectations for students, staff and families. Home and school relations are a high priority in order to work together as a unified team for the good of all students. We encourage our parents to get involved and there are many opportunities such as: School Site Council, Parent Faculty Association (PFA), English Language Learner Advisory Committee (ELAC), classroom volunteers, chaperoning, etc. Our parent groups are active and offer a variety of experiences. Together we have developed a mission statement that guides our decision making for the future.

Mission Statement
Oakmont Outdoor School builds strong, successful citizens through academic and outdoor experiences.

Behavior Expectation
Oakmont Owls act with Kindness, Integrity, and Responsibility.

School Profile

Oakmont Outdoor School is located in the southern region of Claremont and serves students in transitional kindergarten through sixth grade following a traditional calendar. At the beginning of the 2020-21 school year, 272 students were enrolled, including 20.2% in special education, 5.1% qualifying for English Language Learner support, and 38.2% qualifying for free or reduced price lunch.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	32
Grade 2	26
Grade 3	47
Grade 4	48
Grade 5	32
Grade 6	36
Total Enrollment	272

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	3.3
Black or African American	7.4
Filipino	0.4
Hispanic or Latino	58.5
Two or More Races	4.8
White	24.6
English Learners	5.1
Homeless	2.6
Socioeconomically Disadvantaged	38.2
Students with Disabilities	20.2

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

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

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)	12.0	85.8	270.3	90.6	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.9	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	7.1	6.2	2.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	3.0	1.0	12115.8	4.4
Unknown	1.0	7.1	17.8	6.0	18854.3	6.9
Total Teaching Positions	14.0	100.0	298.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Oakmont Outdoor School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English language arts, math, science, and social science).

On Thursday, October 21, 2021, the Claremont Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #05-2022 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in Math, Science, History-Social Science, and English Language Arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-2022 school year, Claremont Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 McGraw-Hill Education, *Wonders*	Yes	0
Mathematics	2014 Houghton Mifflin Harcourt School Publishers, *California Go Math*	Yes	0
Science	Grades K-5: 2006 Harcourt School Publishers, *California Science*	Yes	0

	Grade 6: 2018 Amplify Education *Amplify Science*		
History-Social Science	2006 Harcourt School Publishers, *Reflections: CA Series*	Yes	0
	2006 Pearson Prentice Hall, *Ancient Civilizations CA Series*		

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oakmont Outdoor School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority..

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians (one full-time and one part-time) and one part-time evening custodian are assigned to Oakmont Outdoor School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Year and month of the most recent FIT report	Thursday, December 2, 2021

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:		X		Area 01: Locks and other security hardware are not functioning properly.

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences			Area 02: Locks and other security hardware are not functioning properly. Area 03: Locks and other security hardware are not functioning properly. Area 04: Locks and other security hardware are not functioning properly. Area 06: Locks and other security hardware are not functioning properly. Area 07: Locks and other security hardware are not functioning properly. Area 08: Locks and other security hardware are not functioning properly. Area 09: Locks and other security hardware are not functioning properly. Area 10: Locks and other security hardware are not functioning properly.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	96	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	105	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	NT	NT	NT	NT
Female	70	NT	NT	NT	NT
Male	96	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	105	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	164	164	100	0	52.4
Female	69	69	100	0	59.42
Male	95	95	100	0	47.4
American Indian or Alaska Native	1	1	100	0	0
Asian	7	7	100	0	85.7

Black or African American	9	9	100	0	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	105	105	100	0	44.8
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	8	8	100	0	100
White	33	33	100	0	66.67
English Learners	6	6	100	0	16.67
Foster Youth	0	0	0	0	0
Homeless	5	5	100	0	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	69	69	100	0	43.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100	0	19.5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	164	163	99.4	0.61	26.4
Female	69	68	98.5	1.5	18
Male	95	95	100	0	25.3
American Indian or Alaska Native	1	1	100	0	0
Asian	7	7	100	0	42.9
Black or African American	9	9	100	0	11.1
Filipino	0	0	0	0	0
Hispanic or Latino	105	104	99.05	0.95	18.3
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	8	8	100	0	50
White	33	33	100	0	48.5
English Learners	6	6	100	0	0
Foster Youth	0	0	0	0	0
Homeless	5	5	100	0	0
Military	1	1	100	0	0
Socioeconomically Disadvantaged	69	68			
Students Receiving Migrant Education Services	0	0	0	0	0

| Students with Disabilities | 41 | 41 | 100 | 0 | 14.6 |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	NT	NT	NT	NT
Female	15	NT	NT		
Male	18	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	18	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the weekly school newsletter, the school marquee, the school website, car PR, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (909) 398-0313 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
- Classroom Helper
- Fundraising Activities
- Library Helper
- Office Helper
- Schoolwide Activities

Committees
- School Site Council
- Parent Faculty Association
- English Language Learner Advisory Committee
- District English Learner Advisory Committee
- LCAP Parent Advisory Committee

School Activities
- Academic Family Workshops
- Social-Emotional Family Workshops
- Family Fun Events

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	284	279	19	6.8
Female	129	126	6	4.8
Male	155	153	13	8.5
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	0	0.0
Black or African American	22	21	2	9.5
Filipino	1	1	0	0.0
Hispanic or Latino	166	163	11	6.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	14	1	7.1
White	67	67	4	6.0
English Learners	15	14	0	0.0
Foster Youth	0	0	0	0.0
Homeless	9	8	4	50.0
Socioeconomically Disadvantaged	115	114	13	11.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	63	7	11.1

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.98	0.00	2.03	0.03	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.03	1.08	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Oakmont Outdoor School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was approved by School Site Council on 10/20/21 and reviewed with school staff in November 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24		2	
1	24		2	
2	24		2	
3	24		1	
4	23		1	
5	34			1
6	32		2	
Other	6	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	1	2	
1	24		1	
2	24		2	
3	23		2	
4	15	2		
5	13	3		
6	34			1
Other	7	2		

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	12	2	2	
1	22		1	
2	12	1	1	
3	12	2	2	
4	2	1		
5	3	2		
6	16	1	1	
Other	15	4		

2020-21 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	

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$6,867	$1,580	$5,287	$78,100
District	N/A	N/A	$5,608	$86,641
Percent Difference - School Site and District	N/A	N/A	-5.9	-10.4
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-46.0	-3.7

2020-21 Types of Services Funded

In addition to general fund state funding, Claremont Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education (Workability, Mental Health, IDEA, etc.)
- State Lottery
- Title I, Title II, Title III, and Title IV
- Vocational Programs

Oakmont Outdoor School provides a Resource Specialist Program and Special Day Classes for students who qualify for Special Education as well as a variety of interventions and services for targeted students. A district bilingual aide is available to support Immigrant and English language learning students. A breakfast and lunch program and a parent-financed Extended Learning/Day Care Program are available before and after school. Oakmont is also an AVID school supported by state and federal funds.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$53,785	$51,029
Mid-Range Teacher Salary	$79,378	$78,583
Highest Teacher Salary	$109,163	$99,506
Average Principal Salary (Elementary)	$124,986	$124,576
Average Principal Salary (Middle)	$131,537	$131,395
Average Principal Salary (High)	$147,526	$144,697
Superintendent Salary	$303,398	$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All training and curriculum development activities at Oakmont Outdoor School revolve around the California State Standards. During the most recent three year period (2019-2020, 2020-2021, 2021-2022 school years), Oakmont Outdoor School held staff development training devoted to:

- Response to Intervention and Positive Behavioral Intervention and Supports
- Thinking Maps
- Write from the Beginning and Beyond
- Social-Emotional Learning
- Equity and Inclusion
- TeachRock
- Digital Learning

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oakmont Outdoor School supports ongoing professional growth throughout the year through grade level team collaboration and coaching provided by our Instruction and Intervention TOSA. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the most recent three year period (2019-2020, 2020-2021, 2021-2022 school years), Oakmont Outdoor School's teachers attended the following events hosted by the Claremont Unified School District:

- iReady Training
- Next Generation Science Standards (NGSS)
- Special Education Training
- Kagan Cooperative Learning
- iPad Training
- Positive Behavioral Interventions and Supports
- Thinking Maps
- Grade Level Collaboration
- Canvas training
- Comprehensive Health Education
- Advancement Via Individual Determination (AVID)
- Implementation of Distance Learning Tools and Strategies
- Social Emotional Learning

Oakmont Outdoor School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	30	37	32