

Oak Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Oak Grove Elementary School
Street	1873 W. Mulberry Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 784-0310
Principal	Troy Hayes
E-mail Address	thayes@burtonschools.org
Web Site	http://www.oakgrovestars.org/
CDS Code	54-71837-6105506

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
E-mail Address	sergio.mendoza@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (School Year 2018-19)

Oak Grove Elementary School is located on the west side of Porterville, California, in rural Tulare County, in the heart of the San Joaquin Valley. Oak Grove serves approximately 565 students in transitional kindergarten through sixth grade, and is one of nine schools comprising the Burton School District. Oak Grove Elementary School is staffed with one principal, one vice principal, twenty-three regular classroom teachers, and 2 full time resource specialists. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: one full-time secretary, two part-time clerks, three part-time reading intervention aides, one part-time ELL aide, four part-time special education aides, one part-time library clerk, and a full-time and part-time custodian. Additionally, the school hosts a full time district nurse, and receives services of a district school psychologist. Fourth through sixth grade students are also provided instruction from a district instrumental music teacher and one physical education teacher. Oak Grove houses 1 state pre-school that serves approximately 40 students. Oak Grove also hosts a TCOE IRC room for students with special needs. Oak Grove School provides a complete and unique educational experience for all its students. All students in grades K-6 have 1:1 iPads. Every classroom is equipped with networked ipads for each student, and document cameras. 75 inch TVs have arrived and will soon replace the outdated projectors. We also have two fully equipped 21st Century classrooms, with 6 more currently in the works. The rooms are equipped with six 50 inch screens, and one 75 inch screen, all equipped with wireless internet and 2nd generation Apple TVs. Our school library also recently had modern makeover to be more in line with a 21st century learning space. Our library houses thousands of fiction and non-fiction books for readers at all levels, and recently \$10,000 was spent via LCAP funds to add to this collection. In 2016 and 2017, Oak Grove was selected as a Capturing Kids Hearts school. IN 2018 we are once again nominated and await notification. We take great pride in following the core foundations of CKH. All school site staff members have been trained by the Flippen Group for CKH, and receive ongoing follow up training. Vision: Oak Grove Elementary School will provide a safe, caring environment that fosters the development of students who are critical thinkers, life-long learners, and who emulate positive character traits. Mission: Oak Grove Elementary School will provide a well-rounded and comprehensive educational experience for all students. We are committed to ensuring the academic and socio-emotional success of each student by: 1. providing quality, research-based, data-driven instruction 2. implementing research-based engagement strategies daily 3. providing systematic intervention support for those students needing additional assistance in meeting grade level standards 4. providing enrichment activities for those students who have demonstrated mastery of grade level standards 5. focusing on "Reading, Writing, and Discussion" across all curricular areas 6. implementing technology into instructional practices in all grades K-6. 7. emphasizing the development of character through CKH, and Character Counts. Improvement Science has also become an integral part of our culture, and has led to consistent growth across all subgroups in ELA and Math.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	94
Grade 1	74
Grade 2	80
Grade 3	79
Grade 4	87
Grade 5	98
Grade 6	86
Total Enrollment	598

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	2.0
Filipino	3.2
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.0
White	17.6
Socioeconomically Disadvantaged	81.1
English Learners	26.1
Students with Disabilities	7.7
Foster Youth	0.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	19	19	181
Without Full Credential	10	7	7	47
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

Our district and site is in the process of piloting new ELA curriculum. Grade levels representatives have volunteered to pilot, and will collaborate to make a district choice going forward. All admin and grade level reps have been part of the process of curriculum selection.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2017) —Good Quality	Yes	0%
Mathematics	Current Adoption (2014) —Good Quality	Yes	0%
Science	Current Adoption (2007) —Good Quality	Yes	0%
History-Social Science	Current Adoption (2006) —Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC units were replaced in the summer of 2018.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofing was recently replaced and is brand new,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds are in poor condition due to City watering standards that does not allow enough water to maintain healthy turf.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	39.0	45.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	35.0	23.0	27.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	350	99.72	45.14
Male	175	174	99.43	37.36
Female	176	176	100.00	52.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100.00	45.45
Hispanic or Latino	249	248	99.60	41.94
White	70	70	100.00	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	291	291	100.00	41.58
English Learners	104	104	100.00	50.00
Students with Disabilities	46	45	97.83	0.00
Students Receiving Migrant Education Services	17	17	100.00	52.94

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	350	99.72	34.86
Male	175	174	99.43	33.33
Female	176	176	100	36.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	27.27
Hispanic or Latino	249	248	99.6	31.45
White	70	70	100	47.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	291	291	100	32.3
English Learners	104	104	100	38.46
Students with Disabilities	46	45	97.83	8.89
Students Receiving Migrant Education Services	17	17	100	41.18

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.2	26.3	14.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Oak Grove parents are involved in the LCAP process at Oak Grove and at the district level. Two site representatives attend regular district meetings to provide input on school and district decisions. LCAP has also become an integral discussion within PTA, School Site Council and ELAC meetings. Every grade level at Oak Grove hosts an "epic events" during the school year that bring parents onto campus for an experience. The events are project based, and provide an opportunity for parents to take part in their child's educational experience. Every grade also ins committed to providing both an "epic" field trip, and theater arts experience each year. Parents are invited to take part in these events. Over the past two years, the number of parents attending these events has more than doubled. Over the past two years, Oak Grove has been proactive in utilizing social media connections such as Facebook, Twitter, and the website to communicate and celebrate campus events. Our website is updated regularly with notifications, news items, and pictures and videos from a variety of on campus events. In addition, Oak Grove teachers and students utilize Seesaw to regularly share their work with parent, grandparents, and other family members who has signed up through the portal. Parent involvement via Seesaw has steadily and consistently increased over the past year. Oak Grove parents are invited to participate in a yearly School Site Council election. School Site Council members are elected for a two-year term. Open positions are elected at the beginning of each school year. In addition to the site council, parents may join various committees and advisory boards at the district level as well as in the Burton Foundation. The foundation was organized to support success for all children. The foundation raises money throughout the year and returns the money directly to the classroom in support of curriculum. Parents of English learners are encouraged to join the English Learner Advisory Committee. This committee provides parents an avenue to express their concerns as well as assist in guiding the curriculum and instruction of this, and other program areas. Oak Grove School has an active Parent Teacher Association that allows parents many opportunities for involvement in their child's education. From helping in the classroom and library, to fundraising for enriching supplemental field trips and activities, many parents are actively involved in providing support for the students and school programs. Additionally, parents are encouraged to share their expertise and talents with teachers and students. Parents volunteer to lead centers, small tutoring groups, and even direct music. The establishment of room parents begins each year. A parent volunteer coordinator, with the help of individual room parents, coordinates the volunteer help for short-term events such as field trips or PTA events. Individual teachers then establish regular parent volunteer schedules in the classroom. Monthly district calendars are available online to inform parents of school events. The School Accountability Report Card is prepared and distributed each year as well as a District Annual Report. Classroom teachers send home monthly or weekly newsletters describing upcoming events and curricular activities in their classrooms. The principal regularly sends newsletters home to keep parents informed about important events or issues concerning the students and programs at Oak Grove School. Such information can also be accessed on the Oak Grove website.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	1.0	0.5	2.4	3.1	1.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In the summer of 2018, Oak Grove received a new roof, as well as new HVAC units. This went a long way towards upgrading site facilities. Oak Grove School has designed a School Safety/Crisis Plan that is designed to create and maintain a safe school environment, supporting the learning and success of all children. This plan is not static, but active. It is designed to evolve and adapt to meet the changing needs of our school community. The plan is revisited and updated yearly and components of the plan may be revised or added to throughout the year as needed. Oak Grove strongly focuses on Character Counts and a defined set of classroom and playground rules which stress positive behaviors. This is achieved through a systematic program called Capturing Kids Hearts. This program defines how we serve our families and each other. Teachers, administrators, and paraprofessionals perform regular yard and bus duties to ensure the safety of our students on their way to and from school, as well as at recess time. Included in the plan is a safe route to school for all students. This is reviewed yearly by school and transportation department personnel and is updated as needed. In addition, fire drills and lock down drills are conducted on a regular basis. Emergency/disaster procedures (such as earthquake, flood, chemical accident, bomb threat, intruder on campus, etc.) are reviewed at the beginning of the school year. Each teacher has a School Safety/Crisis Plan binder in their classroom and binders may be found in each room on campus. Explicit plans and procedures for any and all potential incidents may be found in the binders.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		22	1	3		24	1	3	
1	24		3		21	1	3		25		3	
2	20	4			24		3		20	3	1	
3	26		3		26		3		26		3	
4	27		3		29		3		29		3	
5	27		3		27		3		33		1	2
6	30		3		29		3		29		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.50	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.17	N/A
Resource Specialist (non-teaching)	2	N/A
Other	N/A	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,961	\$780	\$5,180	\$64,538
District	N/A	N/A	\$5,704	\$70,281
Percent Difference: School Site and District	N/A	N/A	-9.6	-8.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-31.6	-16.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Oak Grove receives LCAP funding based on site demographics. These funds are used to support the identified priorities identified by the state, district, and site. At Oak Grove Elementary School, expenses are also supported by a variety of funds, including but not limited to, General Fund (Lottery). A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the safe route to school walking distance. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,147	\$48,064
Mid-Range Teacher Salary	\$76,335	\$75,417
Highest Teacher Salary	\$99,924	\$94,006
Average Principal Salary (Elementary)	\$124,514	\$119,037
Average Principal Salary (Middle)	\$133,352	\$123,140
Average Principal Salary (High)	\$142,791	\$135,974
Superintendent Salary	\$179,280	\$183,692
Percent of Budget for Teacher Salaries	34.0	36.0
Percent of Budget for Administrative Salaries	9.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Professional Development choices are guided by the ongoing needs of staff. This is determined via collaborative conversations between admin and teachers, as well as between admin and the district director of curriculum, and the district director of instructional technology. PD is delivered both off campus at BPAL, on campus during the instructional day, during selected Monday or Wednesday meetings, and during district planned mini conference days. Every Wednesday is a minimum day with all students being dismissed at 1:00PM. During this Wednesday common planning time, teachers participate in the achievement teams process. There is a focus on curriculum planning and research-based instructional and engagement strategies within and across grade level teams. New teachers are provided five days of staff development before the school year begins. Burton Professional Academy of Learning also provides ongoing support to teachers throughout the school year, including but not limited to Nancy Fezter, Number Talks, and CKH. The 5th and 6th Grade teams at Oak Grove are currently participating in a study through the Bill and Melinda Gates Foundation. This study brings us into a network improvement community that has allowed us to place a focus on Improvement Science and Growth Mindset in our classrooms. This has become an integral part of our campus vision, not only at grades 5 and 6, but all grades. Moving forward, we are committed to providing ongoing support and training in Improvement Science methods. Our focus on mindset and a shift in lesson design has helped our site evolve instructionally. This has led to an increase in achievement across all subgroups in both ELA and Math. This will continue to be a focus.