

Oak Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Oak Grove Elementary School
Street	1873 West 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	Dr. Sharon Kamberg
E-mail Address	skamberg@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (School Year 2016-17)

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 580 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, a full time academic coach, 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, one part-time clerk, two 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. Classrooms in grades K-1 each have 12 iPads per class. Grades 2-6 have 1:1 iPads. Every classroom is equipped with networked computers, projectors, and document cameras. We recently opened up our STEAM Exploratorium, a 21st Century space where students can participate in STEAM projects, and a experience a variety of multi-media learning opportunities. The room is 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 \$5,000 was spent via LCAP funds to add to this collection.

In December of 2016, Oak Grove was nominated as a Capturing Kids Hearts school. 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	95
Grade 1	71
Grade 2	78
Grade 3	79
Grade 4	80
Grade 5	80
Grade 6	89
Total Enrollment	572

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.2
Asian	1.9
Filipino	2.4
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.2
White	20.5
Two or More Races	1.2
Socioeconomically Disadvantaged	82.9
English Learners	28
Students with Disabilities	6.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	17	166
Without Full Credential	5	5	10	56
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	90.6	9.4
High-Poverty Schools in District	90.6	9.4
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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 (2003) —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)

In December 2016, the schools intercom system was updated. With the passing of Measure L by the Burton School District voters, Oak Grove will be receiving updates on the school roofing.

New carpet was installed in rooms 401, 402, 403, and 808. Fall material was added to all playgrounds. Room 203 was remodeled with new sink, cabinets and counters. Floors were professionally concreted.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New gas valve in cafeteria.
Interior: Interior Surfaces	X			New carpet in band room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			New LED lights added to solar parking covers.
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			Added fall material to all playgrounds. Solar added to site.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	28	34	34	35	44	48
Mathematics	14	18	20	21	34	36

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.

**CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	30.1
	4	81	79	97.5	45.6
	5	83	82	98.8	36.6
	6	93	90	96.8	26.7
Male	3	38	37	97.4	8.1
	4	43	41	95.3	41.5
	5	36	35	97.2	22.9
	6	55	52	94.5	21.1
Female	3	46	46	100.0	47.8
	4	38	38	100.0	50.0
	5	47	47	100.0	46.8
	6	38	38	100.0	34.2
Black or African American	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	6	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	66	65	98.5	29.2
	4	54	53	98.2	39.6
	5	65	65	100.0	36.9
	6	72	71	98.6	29.6
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	14	14	100.0	42.9
	4	21	20	95.2	65.0
	5	13	12	92.3	50.0
	6	14	13	92.9	7.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	28.6
	4	72	70	97.2	41.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	68	67	98.5	38.8
	6	78	76	97.4	26.3
English Learners	3	22	22	100.0	27.3
	4	20	20	100.0	30.0
	5	21	21	100.0	14.3
	6	11	10	90.9	
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	20.0
	5	11	10	90.9	20.0
	6	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	84	83	98.8	19.3
	4	81	80	98.8	33.8
	5	83	82	98.8	8.6
	6	93	90	96.8	12.2
Male	3	38	37	97.4	10.8
	4	43	42	97.7	38.1
	5	36	35	97.2	2.9
	6	55	52	94.5	17.3
Female	3	46	46	100.0	26.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	38	38	100.0	28.9
	5	47	47	100.0	13.0
	6	38	38	100.0	5.3
Black or African American	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	6	--	--	--	--
Asian	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	66	65	98.5	16.9
	4	54	54	100.0	31.5
	5	65	65	100.0	9.4
	6	72	71	98.6	9.9
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	14	14	100.0	35.7
	4	21	20	95.2	40.0
	5	13	12	92.3	8.3
	6	14	13	92.9	15.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	18.6
	4	72	71	98.6	31.0
	5	68	67	98.5	10.6
	6	78	76	97.4	10.5
English Learners	3	22	22	100.0	13.6
	4	20	20	100.0	20.0
	5	21	21	100.0	
	6	11	10	90.9	
Students with Disabilities	3	--	--	--	--
	4	11	10	90.9	10.0
	5	11	10	90.9	11.1
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		14	31		38	36		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	83	81	97.6	30.9
Male	36	35	97.2	31.4
Female	47	46	97.9	30.4
Hispanic or Latino	65	64	98.5	28.1
White	13	12	92.3	58.3
Socioeconomically Disadvantaged	68	66	97.1	30.3
English Learners	21	21	100.0	4.8
Students with Disabilities	11	10	90.9	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.7	21.7	30.1

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	3.1	2.3	4.7	3.3	2.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

In November of 2016, Measure L was passed by the voters of the Burton School District. This measure, among other things, raises money to make improvements on school facilities. Oak Grove specifically is due for work on the school roofing. Funds from the bond will be used to improve the roofing at Oak Grove.

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. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2005-2006
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	23	2	4		24		5		25		4	
1	26		3		23		4		23		3	
2	25		3		23		4		20	2	2	
3	27		3		22	1	3		28		3	
4	31		3		29		3		29		3	
5					31		3		25		3	
6									31		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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	0.17	N/A
Social Worker	N/A	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.17	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,047	\$807	\$4,240	\$59,898
District	N/A	N/A	\$6,934	\$63,685
Percent Difference: School Site and District	N/A	N/A	-38.9	-5.9
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-25.3	-16.4

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

Types of Services Funded (Fiscal Year 2015-16)

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) MAA, Mandated Costs.

Title 1 Funds provided the opportunity for students at Oak Grove to experience a STEAM Intervention Summer School led by the site Academic Coach and 8 Oak Grove teachers.

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,817	\$44,507
Mid-Range Teacher Salary	\$65,213	\$68,910
Highest Teacher Salary	\$87,870	\$88,330
Average Principal Salary (Elementary)	\$107,447	\$111,481
Average Principal Salary (Middle)	\$115,074	\$115,435
Average Principal Salary (High)	\$120,803	\$113,414
Superintendent Salary	\$158,996	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	8%	6%

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.

An Academic Coach has been hired to support all teachers in growing instructional capacity.

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.