

Oak Grove Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oak Grove Elementary
Street	1873 W. Mulberry Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 784-0310
Principal	Lori Phillips
Email Address	Lori.phillips@burtonschools.org
School Website	https://www.burtonschools.org/domain/10
County-District-School (CDS) Code	54-71837-6105506

2022-23 District Contact Information

District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
Email Address	sergio.mendoza@burtonschools.org
District Website Address	www.burtonschools.org

2022-23 School Overview

My name is Lori Phillips, and I am so excited to be part of the Oak Grove staff. I have been in education since 2005, beginning my career as a classroom teacher, then a technology coach, and then making the leap into administration. I have been in the Burton School District since 2016. It is my belief that all children deserve to learn. As an educator it is my job to facilitate those learning opportunities through access to curriculum and instruction that inspires their desire to grow. It is my opinion that education is the key to success, and my main goal is for the students I serve to find their passion and be successful.

School Vision:

Empowering the whole student to be confident and successful in college and the world.

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School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing an innovative education to meet our Mission for all students. We will focus on the district's four pillars:

Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready

Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.

Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.

Pillar 4- Improvement, Efficiency and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

Community and School Profile:

Oak Grove Elementary is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart

2022-23 School Overview

of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. Oak Grove serves approximately 474 students in Kindergarten through Sixth Grades in the Burton School District. Committed to our students Oak Grove Elementary is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	47
Grade 2	63
Grade 3	67
Grade 4	65
Grade 5	77
Grade 6	83
Total Enrollment	474

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	1.1
Asian	1.7
Black or African American	0.2
Filipino	2.7
Hispanic or Latino	77.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	11.2
English Learners	21.7
Foster Youth	0.4
Homeless	5.5
Migrant	3.2
Socioeconomically Disadvantaged	82.3
Students with Disabilities	10.8

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	86.84	163.70	75.65	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.77	10.30	4.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.30	11.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.90	1.83	12115.80	4.41
Unknown	1.00	4.39	13.90	6.45	18854.30	6.86
Total Teaching Positions	22.80	100.00	216.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Burton School District held a Public Hearing on September 19, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2022, regarding textbooks in use during the 2022-23 school year.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2017) —Good Quality-Pearson	Yes	0%
Mathematics	Current Adoption (2014) —Good Quality-Eureka (TK-5th) and Current Adoption 2022 Illustrative Math 6th grade	Yes	0%
Science	Current Adoption (2019) —Good Quality-Amplify	Yes	0%
History-Social Science	Current Adoption (2006) —Good Quality-McGaw Hill	Yes	0%

School Facility Conditions and Planned Improvements

School Information:

Oak Grove Elementary School, originally constructed in 1980, is currently comprised of 28 classrooms (including portables), a music room, a library, one staff room, one multipurpose room, one kindergarten playground, one playground/field, and the main office. During the summer of 2019, the HVAC system on all classroom and school buildings was updated.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems. The district uses School Dude system to report any facility concerns.

Year and month of the most recent FIT report December 2022

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	100 Wing, 300 Wing Cafeteria, 600, 700, and 800 Wing: Interior surfaces pending modernization
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	281	97.91	2.09	36.30
Female	141	137	97.16	2.84	40.88
Male	146	144	98.63	1.37	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	224	220	98.21	1.79	33.18
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	54.55
White	29	28	96.55	3.45	42.86
English Learners	59	58	98.31	1.69	24.14
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	13	100.00	0.00	30.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	252	247	98.02	1.98	35.22
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	43	39	90.70	9.30	2.56

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	288	280	97.22	2.78	17.56
Female	141	136	96.45	3.55	16.18
Male	147	144	97.96	2.04	18.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	224	219	97.77	2.23	15.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	12	100.00	0.00	36.36
White	29	27	93.10	6.90	18.52
English Learners	59	58	98.31	1.69	5.17
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	253	246	97.23	2.77	16.33
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	44	40	90.91	9.09	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	37.18	NT	17.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100	0	37.18
Female	43	43	100	0	25.58
Male	35	35	100	0	51.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100	0	28.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100	0	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100	0	37.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100	0	17.65

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	97%	97%	97%

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.

2022-23 Opportunities for Parental Involvement

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 is 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. In addition Parent Square has been used to communicate with parents to keep them up to date on the multiple activities happening on campus. 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. Such information can also be accessed on the Oak Grove website. Additionally

2022-23 Opportunities for Parental Involvement

resources and information for parents, students, staff, and community members can be found on your district's website (www.burtionschools.org)

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	477	87	18.2
Female	242	238	34	14.3
Male	245	239	53	22.2
American Indian or Alaska Native	5	5	3	60.0
Asian	9	9	1	11.1
Black or African American	1	1	1	100.0
Filipino	13	13	1	7.7
Hispanic or Latino	378	371	63	17.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	1	12.5
White	56	54	15	27.8
English Learners	115	112	17	15.2
Foster Youth	2	2	1	50.0
Homeless	27	27	8	29.6
Socioeconomically Disadvantaged	450	442	82	18.6
Students Receiving Migrant Education Services	18	16	0	0.0
Students with Disabilities	68	66	19	28.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.91	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.03	0.02	2.05	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	0.00	0.00
Male	2.04	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	1.32	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	2.61	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

2022-23 School Safety Plan

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 School Site Safety Plan was most recently reviewed in Fall 2022 by the Safety Committee. 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. Additionally for the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Arrangements are made with the school secretary.

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.

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	22	1	2	
1	20	3		
2	22		3	
3	24		3	
4	28		3	
5	25		3	
6	30		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	23	1	2	
1	20	2	1	
2	20	3		
3	24		2	
4	30		2	
5	31		3	
6	27		3	
Other	26		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		2	
2	21	1	2	
3	21		3	
4	31		2	
5	26		3	
6	21	1	3	
Other	5	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,961	\$780	\$5,180	\$64,538
District	N/A	N/A	\$5,704	\$78,220
Percent Difference - School Site and District	N/A	N/A	-9.6	-14.9
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	-24.0	-22.1

2021-22 Types of Services Funded

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:

- Title I, Part A Allocation
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency,
- Title IV Student Support & Academic Enrichment

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,322	\$51,591
Mid-Range Teacher Salary	\$83,910	\$79,620
Highest Teacher Salary	\$109,841	\$104,866
Average Principal Salary (Elementary)	\$128,561	\$131,473
Average Principal Salary (Middle)	\$137,687	\$135,064
Average Principal Salary (High)	\$135,418	\$137,679
Superintendent Salary	\$193,592	\$205,661
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in grade level/content level Improvement Teams to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays with time designated for review of assessment data and PDSA improvement cycles.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Lesson study cycles are being utilized with grade level/content teams to actively observe, discuss, and implement improvements throughout the course of the school year. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the help of the site mentor teacher who provides instructional coaching support or they may utilize the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

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 the Burkey Center, on campus during the instructional day, during selected 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. Oak Grove teachers are being trained to use the Leader in Me program to help all our students become leaders on campus. Teachers, administrators, and staff members are currently being trained to use Second Step, our SEL curriculum, to ensure the whole student is being educated. In addition to these programs our teachers participate in PDSA cycles where they dive deep into data and make instructional shifts to ensure our students are receiving a high quality education.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6