

Oak Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Oak Valley Elementary School
Street	24500 Road 68
City, State, Zip	Tulare, CA 93274-9607
Phone Number	559.688.2908
Principal	Matt Baxter
Email Address	m.baxter@oakvalleyschool.org
Website	www.oakvalleyschool.org
County-District-School (CDS) Code	54-72017-6054175

Entity	Contact Information
District Name	Oak Valley Union Elementary School District
Phone Number	559.688.2908
Superintendent	Heather Pilgrim, Ed.S.
Email Address	h.pilgrim@oakvalleyschool.org
Website	www.oakvalleyschool.org

School Description and Mission Statement (School Year 2019-20)

Oak Valley Union Elementary School District is a rural community consisting of 551 students and 57 full and part time employees. The Oak Valley School community, which includes a highly qualified staff, the Board of Trustees, students and parents; seeks to provide all students with a quality educational experience, steeped in a rich history of high standards, and caring for the whole child. With an energetic focus on students' self worth, providing new experiences, and preparation for success in a global society; we are committed to graduating students who will make an impact in their community and their world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	65
Grade 1	54
Grade 2	66
Grade 3	65
Grade 4	62
Grade 5	49
Grade 6	64
Grade 7	64
Grade 8	62
Total Enrollment	551

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Filipino	0.4
Hispanic or Latino	74.6
White	23
Socioeconomically Disadvantaged	77.3
English Learners	26.9
Students with Disabilities	4.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	29	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent (Fall 2016)	Yes	0%
Mathematics	Excellent (Fall 2016)	Yes	0%
Science	Excellent (Fall 2019)	Yes	0%
History-Social Science	Good (2007)	Yes	0%
Foreign Language	N/A		0%
Health	Excellent (most current adoption)	Yes	0%
Visual and Performing Arts	None		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Valley Union School maintains a qualified custodial/maintenance staff. They take a great deal of pride in their work, and it shows in the way the campus appears. Many positive comments are regularly received regarding the cleanliness and appearance of the campus. Repairs are done as soon as a need is discovered on campus.

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

Year and month of the most recent FIT report: 7/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There are no problems. Systems are annually serviced.
Interior: Interior Surfaces	Good	In good condition.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gophers are a persistent problem. Gopher abatement is ongoing.
Electrical: Electrical	Good	All electrical components are working and in good repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking water is provided through the water treatment facility.
Safety: Fire Safety, Hazardous Materials	Good	All safety items are in check.
Structural: Structural Damage, Roofs	Good	In good condition
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All external items are in check.
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	50	46	50	50	50
Mathematics (grades 3-8 and 11)	40	48	40	48	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	372	100.00	0.00	50.27
Male	189	189	100.00	0.00	49.74
Female	183	183	100.00	0.00	50.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	283	283	100.00	0.00	44.52
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	67.50
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	302	302	100.00	0.00	46.36
English Learners	139	139	100.00	0.00	38.13
Students with Disabilities	23	23	100.00	0.00	8.70
Students Receiving Migrant Education Services	17	17	100.00	0.00	41.18
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	372	372	100.00	0.00	48.39
Male	189	189	100.00	0.00	51.32
Female	183	183	100.00	0.00	45.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	283	283	100.00	0.00	43.46
Native Hawaiian or Pacific Islander					
White	80	80	100.00	0.00	65.00
Two or More Races					
Socioeconomically Disadvantaged	302	302	100.00	0.00	44.70
English Learners	139	139	100.00	0.00	33.09
Students with Disabilities	23	23	100.00	0.00	8.70
Students Receiving Migrant Education Services	17	17	100.00	0.00	47.06
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.9	11.5	13.5
7	29.0	33.9	19.4

Note: 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.

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 2019-20)

Through training in a program called Parents Investing in Quality Education (PIQE) many of our parents have had an opportunity to become more familiar with the inner workings of a school. They have learned to be more effectively involved in their childrens' education. Parents are active in an organization called the Oak Valley Parent Club, as well as serving on the School Site Council and ELAC. Parents actively participate in the development of the LCAP through various outlets such as Talk Sup (monthly lunch with the Superintendent), School Site Council, ELAC, and Principal and Pastries. The School Site Council approves the LCAP annually. In addition, parents are encouraged to volunteer in the classroom. Our Parent Liaison works diligently to increase parent engagement and make connections with families so that they are encouraged to become more involved.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.3	0.7	0.3	0.3	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Oak Valley maintains a comprehensive Safety Plan that is reviewed by the safety team and School Site Council yearly and then approved by the Governing Board annually. The Safety Plan includes elements such as:

- Fire and Disaster plans and procedures
- School Rules
- Dress Code & Student Conduct Code

All employees are encouraged to report any potential hazards to ensure immediate attention. Regular inspections are conducted by our maintenance team, Sheriff department and local fire department to identify and correct potentially unsafe conditions. Monthly and quarterly drills are conducted by our principal so that our students and staff are aware of proper procedures in the case of an emergency. Our goal is to maintain a safe and positive school climate throughout the school year. A comprehensive School Safety Plan is available to the public through our District Office.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	3		19	3	1		16	4		
1	21	2	1		22	1	2		18	3		
2	20	3			22		3		22		3	
3	18	3			20	2	1		22		3	
4	21		3		16	3			21	4	2	
5	22		3		21	2	4		16	6		
6	25	2	3	1	26	2	3	1	24	1	3	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,407.00	\$315	\$6,092.00	\$67,887.00
District	N/A	N/A	\$6,407	\$67,887.00
Percent Difference - School Site and District	N/A	N/A	-5.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	-20.8	4.4

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 2018-19)

Because Oak Valley is a small rural school, several support personnel are provided on campus by the Tulare County Office of Education. These include: a part time psychologist, part time social worker, and a part time speech pathologist. In addition a full time Special Education Resources Specialist and two part-time Special Education Aides are provided. Other programs provided are: HEART After School Program. We also receive specialized health programs conducted by one of the county LVN and RN nurses. Migrant funding also provides after school tutoring and summer school programs.

Additionally, Oak Valley has a part time health aide, library aide, computer aide and an instrumental music instructor (0.6 FTE) that we share with Buena Vista School. The District is part of County CO-OP for support with State and Federal Projects and pays the County for support on financial matters. The CO-OP will also provide professional development to our staff on topics such as working with ELL learners and other Common Core topics.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,700	\$45,252
Mid-Range Teacher Salary	\$70,995	\$65,210
Highest Teacher Salary	\$89,674	\$84,472
Average Principal Salary (Elementary)	\$80,000	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$143,204	\$124,686
Percent of Budget for Teacher Salaries	36%	31%
Percent of Budget for Administrative Salaries	4%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Three full days and 26 early release days (Wednesday afternoons) are dedicated each year to staff and professional development focused on continuous improvement. The focus of the PD sessions has been on implementing the Multi-Tiered System of Support (MTSS) in order to improve our intervention program to meet the learning needs of all of our students. Coaching is provided throughout the year and has been focused on literacy, more specifically the Guided Reading program in K-3. Services are contracted with the Tulare County Office of Education.