Oak Grove Elementary School (Grades TK-K)
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 Grove Elementary School (Grades TK-K)
Street	8760 Bower Street
City, State, Zip	Sebastopol CA, 95472
Phone Number	(707) 823-5225
Principal	Paige Gardner
Email Address	pgardner@ogusd.org
Website	www.ogusd.org
County-District-School (CDS) Code	49708396051882

Entity	Contact Information
District Name	Oak Grove Union Elementary School District
Phone Number	(707) 545-0171, Ext. 301
Superintendent	Amber Stringfellow
Email Address	astringfellow@ogusd.org
Website	www.ogusd.org

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

The Oak Grove Union Elementary School District Vision

The Oak Grove Union School District, in partnership with our community, creates a challenging, safe, and caring learning environment for each student.
We are committed to:
- Academic Excellence
- Engagement with the Arts
- Development of Life Skills
- Celebration of Diversity
- Stewardship of the Environment

The Vision of the OGUSD Graduate consists of three components, students who: Excel Academically, Are Well-Rounded and Balanced Individuals, and Are Engaged Members of the Community.

We create schools that support each child and allow them to reach their full potential. Oak Grove Elementary School is a K-5 school located above the town of Graton. The school is renowned for its caring and nurturing environment as well as its award winning fine arts and environmental education program. Student academic achievement is a hallmark of the school with students consistently performing above the state and county averages in the Smarter Balanced Assessments in English Language Arts and Mathematics as well as the California Standards Test in Science, all of which are part of the California Assessment of Student Performance and Progress (CAASPP). Willowside Middle School is a 6-8 grade charter school located on the western edge of Santa Rosa that is the other school that makes up the Oak Grove Union Elementary School District.

Oak Grove Elementary School LCAP and SPSA Goals 2019-2020
Goal 1: Academic Excellence
We will develop an exceptional 21st century learning environment that supports our students' ability to think critically, problem solve, be creative, be collaborative, and be communicative by:
- Maintaining and advancing student academic proficiency in alignment of CCSS and NGSS standards.
- Supporting students to become lifelong learners who embrace the growth mindset, who collaborate, communicate, think critically and creatively, who learn content and are confident learners.
- Providing a differentiated learning program that supports all students.
- Implementing age-appropriate 21st century assessment and data management practice.

Goal 2: Strong School Culture
We will, with our community, create a challenging, safe, and caring learning environment for each student by:
- Developing students' critical thinking, problem solving, communication, creativity, and collaboration in order to support their development.
- Fostering a community that welcomes and celebrates multiculturalism and diversity.
- Supporting and modeling our core values of respect, responsibility, safety, and kindness and The Oak Grove Way and the development of the whole child.

Goal 3: Family and Community Engagement
We will engage families in the education of their child at school by:
- Supporting families in understanding how to participate in the school and their children's education.
- Providing opportunities for families to connect with each other, their child's teacher, and the Oak Grove community.
- Engaging with our local community.

Goal 4: Balanced Educational Program
We will provide our students with a well-balanced educational program that focuses on:
- High quality arts education.
- Environmental Stewardship.
- Technology integration.
- Scientific discovery and exploration.
- Experiential learning within and outside of the classroom.

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

Grade Level	Number of Students
Kindergarten	82
Total Enrollment	82

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	17.1
White	76.8
Two or More Races	6.1
Socioeconomically Disadvantaged	25.6
English Learners	6.1
Students with Disabilities	2.4
Foster Youth	1.2
Homeless	

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	4	5	5	46
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
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: December 2019

As the standards for California have changed from the California state standards to the Common Core standards in ELA and Mathematics and the science standards have moved to the Next Generation Science Standards, textbooks and instructional materials have been purchased that align with the new set of grade level expectations. In some curricular areas, the District has moved cautiously before formally adopting textbooks as publishers continue to revise their materials to better align them with the Common Core. At Oak Grove, new mathematics textbooks were adopted in preparation for the 2016-17 school year. Materials are being piloted for English Language Arts are in process of review and piloting for adoption February 2019. NGSS curriculum is being piloted during the 2019-20 school year and will be approved for the 2020-21 school year.

The Oak Grove Union School District has an established curriculum committee to review the process by which materials are introduced, piloted and adopted. All new textbooks must go through the council prior to beginning the review/pilot process.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin & Super Kids/2012	Yes	0
Mathematics	Investigations/2016	Yes	0
Science	Foss-Delta Education	Yes	0
History-Social Science	Scott Foresman	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ongoing maintenance, repairs and cleaning of the buildings and common areas at Oak Grove Elementary and Willowside Middle School keep the schools functioning at a high level. Custodial staff performs regular daily cleaning of facilities as well as deep cleaning of buildings during non-instructional days. Facilities at Oak Grove Elementary School are used year round as summer youth programs are held on the campus.

Oak Grove Elementary School Campus: During the 2018-2019 school year most of the roof areas were replaced as well as the replacement of aging HVAC units and the addition of air conditioning units in classrooms.

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: January, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Ongoing maintenance of HVAC systems performed quarterly as part of negotiated contract with service provider. Additional air filters were replaced after the Kincade fire in November 2019.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	With the assistance of the District's insurance carrier RESIG and the local Fire Department, the District is in the process of inspecting the school site to continually manage overall cleanliness and compliance with all safety and fire regulations.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	With the assistance of the District's insurance carrier RESIG and the local Fire Department, the District is in the process of inspecting the school site to continually manage overall cleanliness and compliance with all safety and fire regulations.
Structural: Structural Damage, Roofs	Good	Most roof areas at the school site were replaced during the Summer of 2019. Interior water stained ceiling tiles will be replaced during the Summer of 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Paving and drainage issues on site that will be resolved during the Summer of 2020.
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)						
Mathematics (grades 3-8 and 11)						

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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
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			

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)

Oak Grove Union Elementary School District has a robust and active parent community. Oak Grove School provides families with many opportunities to get involved in school programs and related activities. Teachers encourage parental involvement in school activities, extra-curricular events, field trips and event days held at the schools.

In addition, there are opportunities for parents to become involved through School Site Council, the English Language Advisory Committee, the Gifted and Talented Education (GATE) Parent Advisory Committee, the Oak Grove Education Partners (OGEP) and other support organizations.

Parents receive regular communication from the school and the district through the use of emails, automated phone calls and notices home. In addition, the parent community is informed of school and district activities through the use of district managed social media accounts and school and district websites.

The mission of the District's parent organization, OGEP, is to provide financial support for educational activities for the students of the Oak Grove Union School District in the areas of academic excellence, engagement with the arts, development of life skills, celebration of diversity, and stewardship of the environment, and to contribute to the efforts which help strengthen the sense of community at both the school and the district levels.

Parents are also involved with overseeing the schools programs through involvement in their site councils. School site councils seek to gain parent involvement in order to help determine student needs, gather input and shape programs. Site Councils are responsible for allocating site funds in support of student needs through reviewing teacher requests aligned to their educational goals.

Parents of English Language learners at both sites are involved in their English Language Learner committees and the District English Language Learner committee in order to support and engage in programs that lead to their students understanding of the English Language and engagement in school while preparing them for their future.

Parents are involved in the Gifted and Talented Program that seek to challenge and engage students on a daily basis and through extended learning opportunities.

Informally parents engage in the Oak Grove School District through helping in fundraisers, class event days, chaperoning field trips, helping in the classroom and more.

The Oak Grove Union School District welcomes parent involvement and appreciates the support of all of our community.

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	1.3	3.7	0.0	1.5	2.3	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Oak Grove Union School District and each of the two school sites, Oak Grove Elementary and Willowside Middle, has in place a Comprehensive School Safety Plan. Its key elements include:

Oak Grove Elementary School's comprehensive safety plan was developed as part of a collaborative process with the staff of Oak Grove School. The plan was reviewed and updated in December 2019 and approved by Site Council on January 7, 2020.

As part of the development of the site safety plan, Oak Grove School has accounted for the following:

- Board Policy related to School Safety Plans
- Disaster Procedures including an Emergency Preparedness Plan
- Child Abuse Reporting Procedures
- Suspension and Expulsion Policy and Procedures
- Procedures to Notify Teachers of Dangerous Pupils
- Sexual Harassment Policy
- School-wide Dress Code
- Routine Emergency Procedures To and From School
- School Discipline Rules and Procedures

Oak Grove continues to use the Tool Box program to prevent at-risk behaviors while reducing harassment and bullying on site. Staff in the Oak Grove Union School District value our students' safety foremost to ensure their well-being while providing them a quality education.

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	19	1	3		20	2	2		21	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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	$9,390	$1,158	$8,232	$69,665
District	N/A	N/A	$7,624	$65,711
Percent Difference - School Site and District	N/A	N/A	7.7	5.8
State	N/A	N/A	$7,506.64	$70,095

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	9.2	-0.6

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)

At Oak Grove Elementary, academic and social emotional support are provided to identified students through the Student Study Team review process. Response to Intervention (RTI) is provided as both a push in and pull out program to students who demonstrate academic needs in reading and mathematics. This program is coordinated by a credentialed teacher who delivers instruction in small groups. Paraprofessional staff are utilized to provide academic intervention as well. Social emotional support is provided by the site's counselor. Buddy programs, small groups, and individual counseling is provided on an as needed basis.

Students requiring additional support who possess a 504 plan or IEP are allotted accommodations and/or services based upon their individual needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,452	$45,252
Mid-Range Teacher Salary	$62,259	$65,210
Highest Teacher Salary	$87,116	$84,472
Average Principal Salary (Elementary)	$121,935	$107,614
Average Principal Salary (Middle)	$117,200	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$145,000	$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	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	2	2	2

Professional development and instructional growth are highly valued in the Oak Grove Union School District. As part of the negotiated calendar, teachers participate in two professional development non-instructional days annually.

In the 2016-2017 school year teachers participated in a full day training related to effective classroom management strategies and procedures. In addition, teachers had the opportunity to select from a variety of professional growth opportunities in October. Included in those options were training on effective differentiation strategies including higher level questioning, English Language Development strategies, technology integration, and report card training. In the 2017-2018 and 2018-2019 school years professional development opportunities included collaboration around curriculum mapping, positive climate and culture, student intervention and assistance, restorative practices, technology integration, and attendance at content area conferences. In the 2019-2020 school year professional development opportunities included project based learning, adaptive software for mathematics and reading, school safety, English learner and special education support.

Every week the Oak Grove Union School District holds shortened Thursday meetings in support of teacher development and student achievement. Teachers meet in Professional Learning Communities to review student achievement data to determine areas of additional focus and support. Staff also meet throughout the year to review academic achievement data through the use of release time.

The superintendent and site principals support staff with release time as needed to work on development of programs and funding to attend local professional development opportunities.