Oak Grove Middle
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 Middle
Street	14344 Olive Vista Dr.
City, State, Zip	Jamul, Ca, 91935-3223
Phone Number	619-669-2700
Principal	Dr. Minerva Salas, Principal
Email Address	msalas@jdusd.org
Website	www .jdusd.net/middle.cfm
County-District-School (CDS) Code	37681556097182

Entity	Contact Information
District Name	Jamul-Dulzura Union Elementary
Phone Number	(619) 669-7700
Superintendent	Elizabeth Bystedt
Email Address	lbystedt@jdusd.org
Website	www.jdusd.net

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

Oak Grove Middle School, is a small school for grades 6-8 in the rural hills of eastern San Diego County. Oak Grove classes are taught by an experienced and caring staff. Special programs include Student Council, GATE, Yearbook, and both History Day and Science Fairs. Oak Grove offers a comprehensive after school tutoring and enrichment program. Our entire staff is dedicated to the well being of each and every child.

Our Mission Statement:
As a school-centered community in a diverse and changing world, we are committed to educating, enriching, and challenging every child by providing to all, excellence in leadership, instruction, opportunities and resources that develop creative, cooperative, and caring lifelong learners, independent decision makers, and contributing citizens.

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

Grade Level	Number of Students
Grade 6	61
Grade 7	77
Grade 8	79
Total Enrollment	217

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	0.9
Filipino	0.5
Hispanic or Latino	59
White	35.5
Two or More Races	2.8
Socioeconomically Disadvantaged	56.7
English Learners	17.5
Students with Disabilities	11.5
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	10	9	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw -Hill StudySync	Yes	0.0 %
Mathematics	College Prepratory Mathematics	Yes	0.0 %
Science	McDougal Littel	Yes	0.0 %
History-Social Science	McDougal Littel	Yes	0.0 %
Foreign Language	Santiallana USA Language Education	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Grove students are housed in a state of the art facility which was built in 1994. The OGMS facility includes three science labs, a technology center, 1 to 1 chrome books in our classrooms, a music room, a multipurpose gym, a library, a fully equipped weight/work out room, and a covered lunch area. The community installed an artificial turf field and artificial track during the summer of 2016. A future sports complex at OGMS is being planned by a community group.

Last year Oak Grove again partnered with SDG&E in maximizing energy efficiency by changing lights to energy efficient bulbs, cleaning heating and air conditioning units, changing filters, and installing light sensors.

Trees have been removed in some areas to prevent damage to sewer lines.

Rooms are cleaned daily with a deep cleaning done three times a year.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	47	50	50	50	50
Mathematics (grades 3-8 and 11)	32	31	39	35	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	218	213	97.71	2.29	46.95
Male	123	121	98.37	1.63	47.11
Female	95	92	96.84	3.16	46.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	126	121	96.03	3.97	39.67
Native Hawaiian or Pacific Islander					
White	77	77	100.00	0.00	57.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	131	97.04	2.96	40.46
English Learners	72	67	93.06	6.94	16.42
Students with Disabilities	24	23	95.83	4.17	17.39
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	218	215	98.62	1.38	31.16
Male	123	122	99.19	0.81	34.43
Female	95	93	97.89	2.11	26.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	126	123	97.62	2.38	20.33
Native Hawaiian or Pacific Islander					
White	77	77	100.00	0.00	46.75
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	132	97.78	2.22	22.73
English Learners	72	69	95.83	4.17	8.70
Students with Disabilities	24	23	95.83	4.17	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
7	14.1	28.2	28.2

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)

There are many opportunities for parents to be involved in the community of learners and leaders at Oak Grove Middle School including but not limited to the following:

- PTSA - Parent Teacher Student Association
- ELAC - English Learner Advisory Committee
- SSC - School Site Council
- Strategic Planning
- Parent Advisory Group Experience
- Parent Vue
- Events include field trips, Spelling Bee, Parent Education Nights, Digital Citizenship, Suicide Prevention, Sixth Grade Camp, GATE, Washington DC Trip, Science Fair, National History Day, Jog-A-Thon, and 8th grade end of year activities.

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	1.6	8.0	6.0	1.4	2.5	1.7	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)

School should be a place where our children find a safe and secure environment. Research studies show that students who feel their unique talents valued and feel a strong connection to those around them can overcome adversities and succeed in life, becoming well-balanced, well-educated adults. Our safety plan starts with the front office staff who are very careful to document emergency contacts, custody arrangements, and health concerns. Our Citizenship Rubric and Character development lessons teach Oak Grove Eagles to fly through AIR (Attitude, Integrity, Responsibility). Our students who face challenges are afforded a safety net by our school psychologist. In addition, we provide a Check Your Mood Week (in conjunction with San Diego Youth Services) which focuses on suicide prevention. Counseling is also provided to student that can benefit from the additional support. Teacher professional development includes trauma informed care and Mindfulness for students. That learning has continued and now has expanded to include Restorative Practices. In addition, our students and staff have been trained on how to use the Sandy Hook Say Something Anonymous app. to report any suspicion of self harm or the potential of a violent act. We have also begun the SAVE club and a Making a Difference clubs for students to take a leadership role focused on creating a helping others.

School and District Safety Plans are updated annually and housed in each office. The staff is trained on how to respond to emergencies on our site and conduct on-going practice drills.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	19	4	4	1	19	5	3		22	3		4
Mathematics	13	1			21	5	2		22	4	2	2
Science	31		3	2	21	2	5		28	1	3	4
Social Science	26	1	3	2	21	2	5		31	1		4

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

*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	$8,558.79	$2,205.33	$6,353.46	$72,601.6
District	N/A	N/A	$8,146.49	$70,559.03
Percent Difference - School Site and District	N/A	N/A	-24.7	2.9
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	-16.6	11.1

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)

OGMS has many after school offerings to support and assist all students. We provide after school tutoring for math, language arts and science. Additional after school time is provided to support students during the science fair and national history day projects. We also include clubs and sports after school for those students who want to participate in sport activities. All tutoring, extracurricular clubs and sports are covered by certificated teachers.

We keep our library open an hour after school four days per week for students who need a quiet place to do homework or access to internet/research materials to complete their work.

The master schedule has been changed in order to to offer additional elective opportunities for our students including a foreign language class and coding.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,155	$45,252
Mid-Range Teacher Salary	$59,800	$65,210
Highest Teacher Salary	$85,147	$84,472
Average Principal Salary (Elementary)	$108,566	$107,614
Average Principal Salary (Middle)	$109,766	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$149,673	$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	11%	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	5	5	5

In 2016-17, in response to the social/emotional needs of our current students, we have concentrated on building our skills to assist our students in being more resilient in their responses to everyday trials and more traumatic events through concentrating on Trauma Informed Care and Mindfulness.

In 2017-18, as a district we continued to see more students in crisis and added Restorative Practices to our repertoire. In addition OGMS continues to focus on Mindfulness skills for all teachers and students.

In 2018-19, OGMS has focused on creating rubrics for student and staff use around the areas of Citizenship and Academic Speaking and Listening in the Classroom.

In 2019-20, Staff Development has been focused on improving teacher self and collective efficacy. Teachers utilize state, district and site student data to make informed instructional goals for student learning. MTSS approach is being used to continue academic, as well as social and emotional, improvement efforts.