

OAK AVENUE ELEMENTARY SCHOOL

1239 Oak Avenue, Greenfield, CA 93927 • (831) 674-5916

Grades K-6

Sonia Aramburo, Principal

Annual School Accountability Report Card

A Report of 2018-19 School Activities Published in 2019-20



GREENFIELD UNION SCHOOL DISTRICT

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PRINCIPAL'S MESSAGE

Welcome to Oak Avenue School's Annual Accountability Report Card. This report will provide valuable information about our school's instructional focus, academic achievements, classroom materials, safety measures, quality of instruction, and parent involvement opportunities.



All staff at Oak Avenue School believe that a nurturing and supportive environment is key to meeting the needs of our students. Our Positive Behavior Intervention & Support (PBIS) plan provides positive incentives for our students that includes assemblies to allow staff to recognize students for excellent attendance, outstanding achievement, and good citizenship. Oak Avenue promotes a positive school culture and holds quarterly assemblies to promote citizenship and anti-bullying behavior.

Oak Avenue School is focused on providing a comprehensive and viable curriculum to increase student achievement. Teachers are committed to providing students with high levels of learning.

In addition, all of our instruction is planned around the Common Core State Standards. Our goal is to prepare our students to become the leaders of tomorrow.

Instructional staff use a variety of research-based strategies to accommodate individual learning styles and maintain high, yet obtainable, expectations for students. Oak Avenue School looks forward to establishing a partnership with its parents and community to support each child's journey to achieving academic success.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but as an opportunity to keep our community well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world.

Sonia Aramburo, Principal

DISTRICT & SCHOOL DESCRIPTION

Greenfield Union School District is located in the heart of the Salinas Valley, approximately 135 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. Housing developments have increased in response to the rapid growth in the community's agricultural, retail, government, and tourism industries. The district currently operates four elementary schools and one middle school which serve over 3,600 students in grades TK-8.

Oak Avenue School provides a safe, standards-based learning environment for students in grades K-6. During the 2018-19 school year, 622 students were enrolled. Student demographics include 7.7% receiving special education services, 67.2% qualifying for English learner support, 93.7% enrolled in the free or reduced-price meal program, 0.3% foster youth, and 20.4% homeless youth.

DISTRICT MISSION STATEMENT

To promote ALL students with high levels of academic and personal achievement through a collaborative system of support, guided by passionate, dedicated staff in a safe, nurturing, and culturally responsive environment that fully prepares students for future college and career success.

DISTRICT VISION STATEMENT

Greenfield Union School District will be a national leader in education ensuring high levels of learning and success for ALL students.

Student Enrollment by Subgroup/Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.2%	Kindergarten	69
American Indian or Alaskan Native	0.2%	Grade 1	108
Asian		Grade 2	89
Filipino	0.5%	Grade 3	81
Hawaiian or Pacific Islander		Grade 4	89
Hispanic or Latino	98.7%	Grade 5	90
White	0.5%	Grade 6	96
Two or More Races			
Socioeconomically Disadvantaged	93.7%		
English Learners	67.2%		
Students with Disabilities	7.7%		
Homeless	20.4%		
Foster Youth	0.3%	Total Enrollment	622

CORE VALUES

- We celebrate diversity and nurture the gifts and talents of our students.
- Our schools are safe learning places for ALL.
- Our schools have positive cultures that promote meaningful relationships.
- We will not let each other fall.
- Student success is a collective responsibility of ALL.
- We will ensure high levels of learning for ALL students.
- We will ensure equitable learning opportunities for ALL students.
- ALL students, families, and staff are valued and treated with respect.
- We value our parents and community as partners in education.
- ALL means ALL.

SCHOOL MISSION STATEMENT

As a school community, our mission is to ensure ALL students reach high levels of academic performance.

SCHOOL VISION STATEMENT

Together as a school community, we will do whatever it takes to enable all students to become life-long learners and positive contributors to our global society.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the priorities identified in the State's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- 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.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- 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).

- 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.
- 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not recover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

The following components encompass our district's LCAP goals:

Culture: We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-drive instructional practices that ensure ALL students are fully prepared for college and career success.

Community: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Oak Avenue School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering.

Volunteers are welcome:

- Classroom Helpers
- Library Assistants
- Chaperone Field Trips
- Fundraising Activities

Join a school leadership group:

- School Site Council
- Parent Teacher Association
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

Parents are encouraged to attend:

- Monterey County Reads
- Back to School Night
- Career Day
- District-Sponsored Parent Education Workshops
- Open House
- Fundraising Activities
- Parent Teacher Conferences
- Family Science Night
- Family Literacy Night
- The Day of the Child

Parents seeking more information or who are interested in participating in any of the activities listed above may contact Veronica Tamayo, Community Liaison, at (831) 674-5916 ext. 4075.

SCHOOL NEWS

Regular school-to-home communication is provided in both English and Spanish. Parents are kept up to date on school activities, current events and activities through flyers, letters, monthly newsletters, the school website, the school marquee, Facebook, Twitter, and ParentSquare.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK ASSESSMENTS

Greenfield Union School District administers its own comprehensive assessments to measure student progress in meeting district and state standards in both language arts and math. Students in grades TK-8 are evaluated three times using the i-Ready program, and periodically throughout the year using grade-level, essential standards benchmarks. Teachers use assessments results to (1) identify students for additional academic intervention and enrichment, (2) modify classroom instruction practices, (3) modify delivery of curriculum content, and (4) identify areas where teachers may benefit from supplemental training in either course curriculum or instructional strategies.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)

2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	355	347	97.75%	2.25%	25.07%	355	354	99.72%	0.28%	23.23%
Male	188	184	97.87%	2.13%	25.00%	188	188	100.00%	0.00%	23.94%
Female	167	163	97.60%	2.40%	25.15%	167	166	99.40%	0.60%	22.42%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	352	344	97.73%	2.27%	24.71%	352	351	99.72%	0.28%	23.14%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	333	325	97.60%	2.40%	24.31%	333	332	99.70%	0.30%	23.26%
English Learners	289	281	97.23%	2.77%	24.20%	289	288	99.65%	0.35%	23.00%
Students with Disabilities	38	37	97.37%	2.63%	5.41%	38	37	97.37%	2.63%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced 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.

An asterisk (*) appears 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

	Oak Avenue		GUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	32	25	27	23	50	48
Mathematics	25	23	19	18	38	37

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.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Oak Avenue		GUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5 & 8)	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

PHYSICAL FITNESS

In the spring of each year, Oak Avenue School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

California Physical Fitness Test Results 2018-19

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	23.9%	20.5%	13.6%

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.

SCHOOL FACILITIES & SAFETY

Oak Avenue School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and repairs ensure current facilities remain up to date and provide adequate space for students and staff.

2018-19 Campus Improvements:

- Reconfigure portables to create a safe environment for grades 3-6
- Installation of two new shade structures
- Installation of foam surfaces on the playground

Campus Description

	Quantity
# of Permanent Classrooms	13
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Computer Lab	1
Cafeteria	1
Music Room/VAPA Room	1
PE Room	1
Library	1
Staff Lounge/Teacher Work Room	1

CAMPUS SUPERVISION

As students arrive on campus in the morning, they go to the cafeteria for breakfast and are monitored by campus supervisors. At the sound of the morning bell, the campus supervisors escort the students to the playground area where they line up and are walked to their classrooms by their teacher. During recess, the principal, vice principal, campus supervisors, and teachers share supervision duty of playground activities. During lunch recess, the principal, vice principal, and yard supervisors monitor activities in the cafeteria and on the playground. When students are dismissed at the end of the day, kindergartners are picked up in their classrooms, first graders are picked up in line outside of their classroom, and grades 2-5 are escorted to the pick-up area. Any student not picked up is escorted to the cafeteria.

To maintain a safe and secure environment while classes are in session, all parents and visitors are required to check in at the school office upon arrival, wear a visitor's badge while on campus, and return to the school office upon departure.

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan was initially developed for Oak Avenue School in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Oak Avenue Elementary's most current school safety plan was reviewed, updated, and shared with school staff in November 2019. An updated copy of the school site safety plan is available to the public at the Greenfield Union School District office and the school office.

CAMPUS MAINTENANCE

Greenfield Union School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may contact the district's director of Maintenance and Operations through the district office to review approved cleaning standards.

Two evening custodians are assigned to Oak Avenue School for daily cleaning of restrooms, cafeteria, classrooms, and administrative areas. The director Maintenance and Operations and a full-time maintenance custodian are available during the day to fulfill custodial needs as they arise during the school day.

Maintenance and Operations employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled projects to the school secretary who completes and submits a work order request to Maintenance and Operations. The director of Maintenance and Operations evaluates, prioritizes, and forwards requests immediately to site custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately by district custodians or maintenance staff.

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The most recent facilities inspection at Oak Avenue School took place on April 17, 2019. Schools are required by state law to report the condition of their facilities; the School Facility Good Report Status table in this report lists the state-required inspection areas and discloses the operational status and functionality of facilities. During the 2018-19 school year, 100% of student restrooms were fully operational and available for use at all times.

MONTEREY COUNTY WILLIAMS FACILITIES INSPECTION

On an annual basis, representatives from the Monterey County Superintendent of Schools visit Greenfield Union School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facility conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 9, 2019. Results of the inspection and corrective action taken by the district are provided in the adjacent table.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Oak Avenue Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: April 17, 2019	Good	Fair	Poor	
Systems: gas leaks, Mech/HVAC, sewer	✓			P Room 31 - Dirty vents blowing dust
Interior Surfaces	✓			P Room 22 & P Room 19 - Water stain ceiling tiles; P Room 34 - Ceiling tile is loose at entry; P Room 20 - Water stain ceiling tiles
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety: fire safety, hazardous materials	✓			Room 2 - Paint is chipping on wall in restroom; P Room 21 - No skid paint is peeling on ramp
Structural: structural damage, roofs	✓			Room 8 - Dry rot on beam on eave; P Room 31 & P Room 30 - Gutter has holes at east side
External: playground school grounds, windows, doors, gates, fences	✓			Room 1 & P Room 41 Preschool - Trip hazard at entry; Room 2 - Weather stripping is bent at base of door/screws are protruding; B Pod Library - Dry rot at base of door/weather stripping is bent at base of door; Cafeteria - Trip hazard at west exit
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Room 1	Playground/School Grounds	Trip hazard at entry	
Room 2	Hazardous Materials	Paint is chipping on wall in restroom	
Room 2	Windows/Doors/Gates/Fences	Weather stripping is bent at base of door	
Room 2	Windows/Doors/Gates/Fences	Screws are protruding from door	Removed screws 8/29/19
B Pod Library	Windows/Doors/Gates/Fences	Dry rot at base of door	
B Pod Library	Windows/Doors/Gates/Fences	Weather stripping is bent at base of door	
Room 8	Structural Damage	Dry rot on beam of eave	
P Room 22	Interior Surfaces	Water stain ceiling tiles	Replaced ceiling tiles 8/20/19
P Room 19	Interior Surfaces	Water stain ceiling tiles	Replaced ceiling tiles 8/21/19
P Room 41 Preschool	Playground/School Grounds	Trip hazard at ramp entry	
P Room 31	Mech/HVAC	Dirty vents blowing dust	Cleaned vents 8/20/19
P Room 31	Roofs	Gutter has holes at east side	
P Room 30	Roofs	Gutter has holes at east side	
P Room 34	Interior Surfaces	Ceiling tile is loose at entry	
P Room 21	Hazardous Materials	No skid paint is peeling on ramp	Repainted ramp 8/15/19
P Room 20	Interior Surfaces	Water stain ceiling tiles	Replaced ceiling tiles 8/20/19
Cafeteria	Playground/School Grounds	Trip hazard at west exit	Removed trip hazard 8/20/19

Suspensions and Expulsions									
	Oak Avenue			GUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	4.10%	4.90%	2.70%	6.80%	5.40%	3.60%	3.60%	3.50%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.05%	0.09%	0.08%	0.09%

Average Class Size and Class Size Distribution

2015-16				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		5	
1	24.0		6	
2	29.0		5	
3	28.0		5	
4	21.0	2	5	
5	26.0		5	
2016-17				
K	20.0	2	5	
1	24.0		5	
2	26.0		5	
3	22.0		5	
4	27.0		5	
5	26.0		6	
2017-18				
K	24.0	1	5	
1	24.0		5	
2	25.0		5	
3	25.0		5	
4	28.0		4	
5	28.0		5	

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

** "Other" category is for multi-grade level classes.

STUDENT RECOGNITION

Oak Avenue School's staff celebrate student learning and positive behavior throughout the year. Our semester awards include a math and ELA award for students who have met or exceeded the standards on SBAC, reclassification for students who have been reclassified from English Language Learner to Fluent English Proficient, and perfect attendance receive a most improved award from the principal. Students meeting designated grade point average criteria at the end of the quarter may qualify for Honor Roll and receive recognition at schoolwide assemblies. At the end of each quarter, students who have maintained perfect attendance for the period receive a certificate; a Personal Success Award is given to students who improve academically throughout the year. Additionally, one student is selected per classroom for Student Learner of the Month and another for a Character Award based on our focus for the month. Beginning 2018-19, students who attended school regularly receive "perfect attendance" tags.

EXTRACURRICULAR & ENRICHMENT

ACTIVITIES

Oak Avenue School offers many opportunities for students to get involved in extracurricular activities and take advantage of school programs that challenge academic skills and explore creative talents. All students are invited to attend the K-6 after school program which offers a structured environment for tutoring, academic intervention/enrichment, physical education, and recreational activities.

- ASES (After School Education & Safety): The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through sixth grade (K-6). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit applications throughout California.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

Greenfield Union School District combines efforts with school site administration to provide regular PLC's which revolves around the identification of essential standards creating learning requirements of those standards, creating common formative assessments and responding to integration as needed. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2018-19 school year, Oak Avenue School sponsored staff development training activities twice a month. Teachers engage in training activities focused on improving student achievement, which included:

- Common Core State Standards
- Teacher Clarity
- Developing Academic Strategies
- English Language Development
- English Language Training
- Differentiated Instruction
- Professional Learning Community Training
- Response to Intervention (RtI)

During the 2017-18, 2018-19, and 2019-20 school years professional development activities covered topics contained in the charts located in this report entitled "Professional Development Days & Topics".

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

SCHOOL LEADERSHIP

Oak Avenue School's principal works closely with school staff, the Leadership Team, and parents to ensure school programs are in alignment with student achievement goals and the schoolwide objectives. Principal Sonia Aramburo is responsible for the day-to-day operations and schoolwide curriculum.

The school's Leadership Team is comprised of the principal, vice principal, special education representative, the counselor and one grade level leader representative, support staff representatives, and one classified staff representative. The Leadership Team meets one time per month to address schoolwide curriculum issues, identify staff development topics, discuss operational concerns, and conduct data analysis. Team members support the principal in leading program implementation and serve as a liaison to their grade level teams and departments.

Oak Avenue's School Site Council (SSC) meets regularly; the council is comprised of the principal, classroom teachers, a classified staff representative, and parent representatives. The SSC takes an advisory role in evaluating school programs and progress in meeting school goals and oversees the School Plan for Student Achievement (SPSA).

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2017-18	5 days
<ul style="list-style-type: none"> • All Teachers Training: <ul style="list-style-type: none"> - Benchmark Advance Training - Collections Training (Grades 6-8) - Google Training (Grades K-5) - ELPAC Overview - Professional Learning Communities (Grades K-5) - Next Generation Science Standards (Grades K-5) - ELA Planning (Grades K-5) - Math Planning (Grades K-5) - Science Planning (Grades K-5) - Aeries Training (Grades K-5) - Writing Workshop - Eureka MathWorkshop (Grades K-5) - Curriculum Walkthrough (Grades 6-8) - iReady Basics (Grades K-5) - Classroom Management Basics - STEMscopes - Differentiation (Grades K-5) - Project-Based Learning (Grades 6-8) - Imagine Learning (TK) - Restorative Justice (Grades 6-8) - Number Talks (Grades 6-8) - PLTW Design & Modeling Training - Narrative Writing - Biomimicry: Learning from Nature - Arts Integration for Everyone - CUE Conference • EL/Migrant Trainings: <ul style="list-style-type: none"> - English 3D - Sipps Training - Math Training - MSIN 6.0 Training - Academic Training - Integrated/Designated ELD - Migrant Education Resource Teacher Professional Learning Community - Collections ELD Support - ELAC Training - SSC Training - ELPAC Training - Elevation In-Person Training - Vertical Articulation (Grades 6-8) • Special Ed Training: <ul style="list-style-type: none"> - IEP Confidential Memos - Siras Caseloads, Timeline, Pre-IEPs Docs - Collegial Collaboration - Special Ed Referral Process Flow - Special Ed Library, Working Files - Brigrance Assessment Video Training - Bulk Progress Report - Handle With Care - Writing IEP Goals - Behavior Strategies and Positive Behavior in the Classroom - Performance Indicator 3 & 5 Review - Differentiated Assistance - Transition IEPs - SBAC Final Amended IEPs - Teaching Models 	

Professional Development Days & Topics

2018-19	3 days
<ul style="list-style-type: none"> All Teachers Training: <ul style="list-style-type: none"> ELPAC/Ellevation/ELD Curriculum Planning (Grades K-5 & 7-8) Benchmark/CFAs (Grade 6) Eureka/Pacing and CFAs (Grade 6) Carnegie/Pacing and CFAs (Grades 7-8) All Things PLC Illuminate Science Number Talks Big Picture (PLC, EMMS, CFA, Curriculum) PBIS/Classroom Management iReady Classroom Technology (Aeries & Illuminate) Social Studies Pilot Training (Grades 7-8) California Collections Training (Grades 7-8) PLTW Science Technology Training PLTW Computer Science Training California Impact Training (Grades 7-8) Lego Academy (Grades 2-4) RTI at Work Soluciones Conference Write Tools Training STEAMPOSIUM EL/Migrant Training: <ul style="list-style-type: none"> English 3D Training Math Night Special Ed Training: <ul style="list-style-type: none"> SELPA Training Corrective Action How to Deal with Behavior Handle with Care Pathways 	

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Greenfield Union School District are aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.

On September 12, 2019, the Greenfield Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Board of Trustees adopted Resolution #1028 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2019-20	6 days
<ul style="list-style-type: none"> 6th-8th Curriculum Training 7th & 8th Grade Science Benchmark Advance Training CAASPP Performance Task & Performance Based Assessments CABE California Collections Training California Impact Training CAST Academy Classroom Management ELD Best Practices ELPAC Training English 3D Training Eureka Math Training Family Engagement Google in Education Hattie's Visible Learning Illuminate Conference Lego Academy (2nd-6th Grade) Math Training Next Generation Science Standards PLC Journey Positive Behavior Interventions & Supports Process & Protocols Professional Learning Communities Project Lead the Way Response to Intervention Science Training Social Studies Pilot Training Special Ed Training STEAMPOSIUM Technology Training TK-8 Arts Integration Write Tools Training 	

SPECIALIZED INSTRUCTION

Greenfield Union School District and Oak Avenue School believe in early identification and intervention of under performing students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Study Team guidelines. Student Study Teams are comprised of the school counselor, academic coach, teachers, administration, and a special education representative. Instructional programs are aligned with state and district standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

SPECIAL EDUCATION

Special education students are mainstreamed in the general education environment. One special day class teacher and three special day class aides provide instruction in self-contained special day classes. One resource specialist teacher and one resource specialist aide provide individual and small group instruction in the general education environment and in the resource room. Special education staff work closely with classroom teachers to provide instruction either on regularly-assigned class work or focused instruction in designated areas. Individualized instruction for special education students is 1) based upon their Individual Education Plan (IEP) and 2) provided in the least restrictive environment. Each student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Greenfield Union School District is a member of the multi-district Monterey County Special Education Local Plan Area (SELPA), which collaborates with school districts and other public and private agencies in the county to provide a full complement of special education services for Oak Avenue School's students. Through the SELPA, special education support professional, students, and parents have access to an extensive pool of resources and expertise in the field of special education.

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Benchmark Education - Benchmark Advance	0%
2017	Yes	Bechmark Education - Benchmark Advance, California English 3D	0%
Math			
2015	Yes	Great Minds - Eureka Math	0%
Science			
2008	Yes	MacMillan/McGraw Hill - California Science (English and Spanish)	0%
		STEMscopes California NGSS	0%
2007	Yes	McDougal Littell - California Science	0%
Social Science			
2007	Yes	MacMillan/McGraw Hill - California Vistas (English and Spanish)	0%
2006	Yes	McGraw-Hill/Glencoe - Discovering Our Past	0%

ENGLISH LANGUAGE LEARNERS

English Learners (EL) are identified through the home language survey and assessed with the English Language Proficiency Assessment for California (ELPAC). Students are placed in a classroom with a teacher who has been trained to teach second language skills to elementary students.

English learners receive at least 30 minutes of designated ELD instruction as a supplement to their regular language arts curriculum. During ELD instruction time, students are grouped based upon their language proficiency levels to receive instruction to meet their individual learning needs. ELD instruction focuses on vocabulary building, reading fluency, and language acquisition.

Teachers in grades K-6 use Benchmark ELD and English 3D (grades 4-6) curriculums for ELD lessons. English learners are assessed annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

TARGETED INTERVENTION PROGRAMS

Through data analysis, teachers will determine targeted intervention groups to provide every child with the additional time and support needed to learn at high levels (Tier III instruction). Our Response to Intervention (RtI) practices are within the Professional Learning Community (PLC) model, where teachers work together in teams in collaboration to provide timely, targeted, systematic interventions to ass students who demonstrate the need.

Teachers use various tools such as state assessment results, DIBELS, BPST, in class assessments, and common formative assessments (CFAs) to identify students and their level of need. Teachers are guided through the RtI pyramid of instruction as a visual representation of a system of interventions to base their targeted groups. This will allow teachers the opportunity to deploy students to the grade level above or below to receive extra support if needed. Lessons and instruction is also tailored throughout the day using differentiated researched based strategies and practices.

- English/Language Arts Intervention: students scoring at the standard exceeded, standard met, standard nearly met, and standard not met on the CAASPP are referred by their teachers for participation. Lessons are specially designed to help students increase language arts skills to meet state proficiency targets.
- After School Education and Safety (ASES): participating students are engaged in a structured after school program which provides academic tutoring, enrichment, and recreational activities. The program is offered five days a week until 6:00 p.m. for grades 1-5.

PROFESSIONAL STAFF

COUNSELING & SUPPORT SERVICES

STAFF

It is the goal of Oak Avenue School to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Oak Avenue School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

The table in this report identifies counseling and non-teaching support staff assigned to Oak Avenue School. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

TEACHER ASSIGNMENT

During the 2018-19 school year, Oak Avenue Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Academic Counselors and Other Support Staff

2018-19

	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	1	1.0
Academic Coach	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Specialist	1	1.0
Health Aide	1	1.0
Library Clerk	1	1.0
Community Liaison	1	1.0
Licensed Vocational Nurse	As needed	
Average Number of Students per Academic Counselor		622

Teacher Credentials and Assignments

	Oak Avenue			GUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	30	27	28	147	151	151
Teachers with Full Credential	25	17	15	112	118	116
Teachers without Full Credential	5	10	13	35	33	35
Teaching Outside Subject Area (with full credential)	0	0	1	1	4	7
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	3	2	0	6	8	1

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.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2017-18 school year, Greenfield Union School District spent an average of \$11,356 of total general funds to educate each student (based on 2017-18 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	Oak Avenue	GUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,746	N/A	N/A	N/A	N/A
Restricted (Supplemental)	447	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,300	5,210	101.7%	7,507	70.6%
Average Teacher Salary	55,082	62,355	88.3%	77,619	71.0%

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

In addition to general fund state funding, Greenfield Union School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco Use Prevention Education

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oak Avenue Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Oak Avenue School's SARC and access the Internet at any of the county's public libraries. The closest library to Oak Avenue School is Greenfield Branch Library located at 315 El Camino Real, Greenfield. Computers, printers, fax machines, and WiFi access are available.

Phone: (831) 674-2614
Hours: Tuesday & Wednesday: 11-7
Thursday: 10-6
Friday & Saturday: 11-5
Sunday & Monday: Closed

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Greenfield Union School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information and school facilities reports were acquired in November 2019.