

Oak Grove Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Oak Grove Middle School
Street	2050 Minert Road
City, State, Zip	Concord, CA 94518
Phone Number	(925) 682-1843
Principal	Alejandro Ramos
Email Address	ramosal@mdusd.org
School Website	
County-District-School (CDS) Code	07617546004196

2023-24 District Contact Information

District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website	www.mdusd.org

2023-24 School Description and Mission Statement

Oak Grove Middle School is a candidate school* for the MYP (Middle Years Programme). This school is pursuing authorization as an IB (International Baccalaureate) World School. IB World Schools share a common philosophy --- a commitment to high-quality, challenging, international education --- that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>.

Purpose

Our purpose is to ensure that all students are provided the resources and skills necessary to access knowledge in a positive and safe environment that inspires, welcomes, challenges, and allows students to reach their full potential and achieve academic and personal success.

Values

A genuine belief in the abilities of our students to learn at high levels, persevere, and achieve their fullest potential

Exploring the best possible ways to help students

Embracing and celebrating individual differences

Communication among staff, students, parents, and neighbors

Collaboration and unity

Initiative, dedication, and pride

Individual and collective responsibility

Critical thinking and creativity

Compassion

Envisioned Future

Oak Grove is a safe place where curious children engage in learning the skills relevant for 21st century citizenship and life-long learning. We are a diverse and caring community that welcomes and empowers families and community members to provide the brightest future possible for all young learners.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall School Division: Times Voices, Times Themes - Adopted 2002 English Language Development - National Geographic: Inside by National Geographic, 2004 - Adopted 2009	Yes	0

Mathematics	Math 6 - Pearson: Digits 6 - Adopted 2016 Math 7 - Pearson: Digits 7 - Adopted 2016 Math 8 - Pearson: Digits 8 - Adopted 2016 Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2016	Yes	0
Science	Grade 6 - Stemsscopes CA - Adopted 2022 Grade 7 - Stemsscopes CA - Adopted 2022 Grade 8 - Stemsscopes CA - Adopted 2022	Yes	0
History-Social Science	Grade 6: Holt, Rinehart & Winston: Ancient Civilizations - Adopted 2006 Grade 7: Holt, Rinehart & Winston: Medieval to Early Modern Times - Adopted 2006 Grade 8: Holt, Rinehart & Winston: Independence to 1914 - Adopted 2006	Yes	0
Foreign Language	Spanish - Que Chevere - Adopted 2022 Grade 6 Accelerated Spanish - Maravillas - Adopted 2022 Spanish for Spanish Speakers - Carnegie Learning, Level I - Adopted 2022 French - T'es Branche - Adopted 2022	Yes	0

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

12/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: B3: 2. VENT COVER IS LOOSE. 4. CEILING TILES ARE LOOSE. 5. ROOM IS CLUTTERED. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.
Interior: Interior Surfaces			X	A1: 4. FORMICA IS CHIPPING ON CABINETS. 5. ROOM IS UNKEPT. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED. A2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

School Facility Conditions and Planned Improvements

EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

A4: 4. WALL PAPER IS TORN. RUBBER MOLDING IS CHIPPING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME.

A5: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 11. PAINT PEELING ON DOORFRAME.

A6: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL CONDUIT IS LOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME.

A7: 4. CEILING TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED.

A8: 4. LINOLEUM FLOORING IS CHIPPING AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY.

ADMIN SUPPORT: 4. CEILING TILES ARE LOOSE. B3: 2. VENT COVER IS LOOSE. 4. CEILING TILES ARE LOOSE. 5. ROOM IS CLUTTERED. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.

B4: 4. CEILING TILES ARE WARPED (DROOPING). FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED.

B5: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR.

B6: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

BOYS REST ROOM: 4. CEILING TILE IS LOOSE.

C4: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. FORMICA TRIM IS CHIPPING ON TEACHER STATION. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.

C5: 4. WALLPAPER IS TORN. CABINET DRAWER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS. 15. DOOR CLOSER COVER IS MISSING.

C6: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. 11. PAINT IS PEELING ON DOORFRAME.

C7: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. DRAWERS ARE MISSING/BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.

D1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. WALL PAPER IS TORN. RUBBER MOULDING IS LOOSE. 9. FAUCET HAS A

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DRIP. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY.

D2: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND DOORFRAME.

D3: 4. WALL PAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME.

D4: 4. RUBBER MOULDING IS CHIPPING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

D5: 4. FLOOR TILES ARE BROKEN AT ENTRY. (USED AS STORAGE)

D7: 4. FORMICA IS CRACKING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS CHIPPING. 9. FAUCET LEAKS AT HANDLE.

D8: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON CABINETS AND DOORFRAME.

E3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE IS PRESENT. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON FACIA.

E4: 7. CONDUIT END CAP IS MISSING. ETHERNET BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT PEELING ON DOOR/FRAME. 12. DRY ROT ON FACIA.

E5: 4. CEILING TILE HAS A WATER STAIN. 12. DRY ROT ON FACIA.

F1: 4. WALL PAPER IS TORN. FLOOR TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 7. CONDUIT IS LOOSE FROM WALL. 9. DRINKING FOUNTAIN HAS A LOW FLOW.

F6: 7. OUTLET COVER IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.

F7: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.

F9: 4. WALLPAPER IS TORN. 9. THREE FAUCETS HAVE NO FLOW. ONE FAUCET IS LOOSE AT BASE.

G1: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. SINK CABINET DOOR IS MISSING. WALL PAPER IS TORN. WINDOW SILL TRIM IS MISSING. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR FRAME IS SEPERATING.

G2: (USED AS STORAGE) (UNABLE TO TURN ON LIGHTS) 4. WALL PAPER IS TORN. CABINET DOOR IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. WALL TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 5. TOILET PAPER IS STUCK TO THE CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>GYM: 4. WALL PADS ARE TORN. RUBBER MOULDING IS MISSING.</p> <p>LIBRARY: 4. CARPET IS TORN. 7. ETHERNET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>MPR: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 15. DOOR HANDLE IS BROKEN.</p> <p>MUSIC: 4. CEILING TILE IS MISSING. WATER DAMAGE TO CEILING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>STAFF DINING:</p> <p>UNISEX REST ROOM: 4. WALL TILES ARE MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A1: 4. FORMICA IS CHIPPING ON CABINETS. 5. ROOM IS UNKEPT. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED.</p> <p>A2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>A4: 4. WALL PAPER IS TORN. RUBBER MOLDING IS CHIPPING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME.</p> <p>B3: 2. VENT COVER IS LOOSE. 4. CEILING TILES ARE LOOSE. 5. ROOM IS CLUTTERED. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B4: 4. CEILING TILES ARE WARPED (DROOPING). FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED.</p> <p>B5: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR.</p> <p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>C4: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. FORMICA TRIM IS CHIPPING ON TEACHER STATION. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

			<p>STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.</p> <p>E2: 5. COUNTERTOPS ARE CLUTTERED. 10. FIRE EXTINGUISHER IS OUTDATED.(JUNE/30/2022)</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE IS PRESENT. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON FACIA.</p> <p>F5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>G1: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. SINK CABINET DOOR IS MISSING. WALL PAPER IS TORN. WINDOW SILL TRIM IS MISSING. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR FRAME IS SEPERATING.</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 5. TOILET PAPER IS STUCK TO THE CEILING. 8.</p> <p>MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> <p>MUSIC: 4. CEILING TILE IS MISSING. WATER DAMAGE TO CEILING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SUPPLY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT COVERS ARE MISSING.</p>
<p>Electrical</p>		<p>X</p>	<p>A1: 4. FORMICA IS CHIPPING ON CABINETS. 5. ROOM IS UNKEPT. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED.</p> <p>A5: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 11. PAINT PEELING ON DOORFRAME.</p> <p>A6: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL CONDUIT IS LOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME.</p> <p>A7: 4. CEILING TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>B4: 4. CEILING TILES ARE WARPED (DROOPING). FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED.</p> <p>B5: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR.</p> <p>B6: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY</p>

School Facility Conditions and Planned Improvements

			<p>CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. B7: (NO ACCESS MEETING IN PROGRESS) 7. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. C2: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME. D1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. WALL PAPER IS TORN. RUBBER MOULDING IS LOOSE. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY. D9: 7. LIGHT DIFFUSER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. E4: 7. CONDUIT END CAP IS MISSING. ETHERNET BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT PEELING ON DOOR/FRAME. 12. DRY ROT ON FACIA. F1: 4. WALL PAPER IS TORN. FLOOR TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 7. CONDUIT IS LOOSE FROM WALL. 9. DRINKING FOUNTAIN HAS A LOW FLOW. F2: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. F4: 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. G2: (USED AS STORAGE) (UNABLE TO TURN ON LIGHTS) 4. WALL PAPER IS TORN. CABINET DOOR IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. LIBRARY: 4. CARPET IS TORN. 7. ETHERNET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. SUPPLY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT COVERS ARE MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>B3: 2. VENT COVER IS LOOSE. 4. CEILING TILES ARE LOOSE. 5. ROOM IS CLUTTERED. 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. D7: 4. FORMICA IS CRACKING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS CHIPPING. 9. FAUCET LEAKS AT HANDLE. F1: 4. WALL PAPER IS TORN. FLOOR TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. 7. CONDUIT IS LOOSE FROM WALL. 9. DRINKING FOUNTAIN HAS A LOW FLOW. F2: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>F8: 9. ONE FAUCET HANDLE IS MISSING. F9: 4. WALLPAPER IS TORN. 9. THREE FAUCETS HAVE NO FLOW. ONE FAUCET IS LOOSE AT BASE. GIRLS REST ROOM: 4. WALL TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 5. TOILET PAPER IS STUCK TO THE CEILING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) 15. DRY ROT AT BASE OF DOOR. REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) 9. FAUCET HAS A LOW FLOW. 15. DRY ROT AT BASE OF DOOR. UNISEX REST ROOM: 4. WALL TILES ARE MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A1: 4. FORMICA IS CHIPPING ON CABINETS. 5. ROOM IS UNKEPT. 7. SECTION OF ELECTRICAL CONDUIT IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED. A2: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. A3: 10. EVACUATION MAP IS NOT POSTED. A4: 4. WALL PAPER IS TORN. RUBBER MOLDING IS CHIPPING. 5. UNSECURED ITEMS STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME. A5: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 11. PAINT PEELING ON DOORFRAME. A6: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL CONDUIT IS LOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME. A7: 4. CEILING TILE IS MISSING. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. A8: 4. LINOLEUM FLOORING IS CHIPPING AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY. B3: 2. VENT COVER IS LOOSE. 4. CEILING TILES ARE LOOSE. 5. ROOM IS CLUTTERED. 9. FAUCET</p>

School Facility Conditions and Planned Improvements

HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED.

B4: 4. CEILING TILES ARE WARPED (DROOPING). FORMICA TRIM IS CHIPPING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. EVACUATION MAP IS NOT POSTED.

B5: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. LIGHT DIFFUSER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR.

B6: 4. CEILING TILE IS LOOSE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

B7: (NO ACCESS MEETING IN PROGRESS) 7. SURGE PROTECTOR AND EXTENSION CORD ARE DAISY CHAINED. 10. EVACUATION MAP IS NOT POSTED.

C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

C2: 4. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT PEELING ON DOOR FRAME.

C5: 4. WALLPAPER IS TORN. CABINET DRAWER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS. 15. DOOR CLOSER COVER IS MISSING.

C6: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. 11. PAINT IS PEELING ON DOORFRAME.

C7: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. DRAWERS ARE MISSING/BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.

D1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. WALL PAPER IS TORN. RUBBER MOULDING IS LOOSE. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY.

D2: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND DOORFRAME.

D3: 4. WALL PAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME.

D4: 4. RUBBER MOULDING IS CHIPPING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

D8: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON CABINETS AND DOORFRAME.

D9: 7. LIGHT DIFFUSER IS MISSING. CORD IS CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			<p>E2: 5. COUNTERTOPS ARE CLUTTERED. 10. FIRE EXTINGUISHER IS OUTDATED.(JUNE/30/2022)</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE IS PRESENT. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON FACIA.</p> <p>E4: 7. CONDUIT END CAP IS MISSING. ETHERNET BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT PEELING ON DOOR/FRAME. 12. DRY ROT ON FACIA.</p> <p>F2: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>F3: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>F4: 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>F5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>F6: 7. OUTLET COVER IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>F7: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p> <p>G1: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. SINK CABINET DOOR IS MISSING. WALL PAPER IS TORN. WINDOW SILL TRIM IS MISSING. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR FRAME IS SEPERATING.</p> <p>G2: (USED AS STORAGE) (UNABLE TO TURN ON LIGHTS) 4. WALL PAPER IS TORN. CABINET DOOR IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>LIBRARY: 4. CARPET IS TORN. 7. ETHERNET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>MUSIC: 4. CEILING TILE IS MISSING. WATER DAMAGE TO CEILING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>STORAGE: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>E3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. BURNED CANDLE IS PRESENT. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON FACIA.</p> <p>E4: 7. CONDUIT END CAP IS MISSING. ETHERNET BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT</p>

School Facility Conditions and Planned Improvements

			<p>PEELING ON DOOR/FRAME. 12. DRY ROT ON FACIA. E5: 4. CEILING TILE HAS A WATER STAIN. 12. DRY ROT ON FACIA. G2: (USED AS STORAGE) (UNABLE TO TURN ON LIGHTS) 4. WALL PAPER IS TORN. CABINET DOOR IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>A8: 4. LINOLEUM FLOORING IS CHIPPING AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. 14. TRIP HAZARDS ON WALKWAY. C4: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. FORMICA TRIM IS CHIPPING ON TEACHER STATION. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. C5: 4. WALLPAPER IS TORN. CABINET DRAWER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CABINETS. 15. DOOR CLOSER COVER IS MISSING. D1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. WALL PAPER IS TORN. RUBBER MOULDING IS LOOSE. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY. G1: 4. CEILING TILE IS TORN. CEILING TILE HAS A HOLE. SINK CABINET DOOR IS MISSING. WALL PAPER IS TORN. WINDOW SILL TRIM IS MISSING. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR FRAME IS SEPERATING. G2: (USED AS STORAGE) (UNABLE TO TURN ON LIGHTS) 4. WALL PAPER IS TORN. CABINET DOOR IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. MPR: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 15. DOOR HANDLE IS BROKEN. MUSIC: 4. CEILING TILE IS MISSING. WATER DAMAGE TO CEILING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) 15. DRY ROT AT BASE OF DOOR. REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) 9. FAUCET HAS A LOW FLOW. 15. DRY ROT AT BASE OF DOOR. STORAGE: 14. TRIP HAZARD ON WALKWAY.</p>

School Facility Conditions and Planned Improvements

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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	13	17	46	46	47	46
Mathematics (grades 3-8 and 11)	7	8	35	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.33	4.18	29.32	30.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.8%	90.8%	81.5%	98.9%	82.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Oak Grove Wildcat parents are actively involved in school activities and support our instructional staff. Parents are invited to participate in school activities through our PTSA, English Learner Advisory Committee (ELAC), and School Site Council. Oak Grove welcomes parent volunteers who assist with activities such as Parent Patrol, Campus Beautification, and monthly luncheons. Family Nights, such as our Math and Science Night and Family Literacy Night promote school-home connections and create opportunities for families to enjoy learning together. We also host an annual Parent Visitation Day, inviting parents to join us during the school day to visit classrooms, meet with teachers, and learn more about our academic programs and supports for students. Prior to our PTSA meetings, we invite parents and families to join us for a Community Engagement Task Force as an opportunity to partner with parents and hear their ideas on important issues.

Oak Grove has two full-time bilingual (English-Spanish) Parent/Community Liaison staff members who encourage, support and guide our parents toward success through their child's middle school years, and provide critical outreach to families and community resources.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 682-1843.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.39	8.05	6.74	0.04	3.07	3.98	0.20	3.17	3.60
Expulsions	0.00	0.13	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 School Safety Plan

Oak Grove's comprehensive safety plan and information on safety drills is updated and reviewed with staff annually. Our plan was last reviewed, updated and discussed with faculty in September 2017. Key elements of the Safety Plan are as follows:

Staff Expectations for Emergency Response:

Provide instruction and practice to students through scheduled safety drills.

Take appropriate action for student safety.

Account for all students in your classroom.

Have activities available during confinement.

Initiate emergency first aid as needed.

Contact parents or guardians as appropriate.

Carry out any emergency actions as required.

Guiding Principles:

1. The 3 C's: Control, Communication, and Coordination

2023-24 School Safety Plan

2. Stay calm and alert
3. Intervene immediately
4. Safety for the greatest number

Chain of Command:

In the event of a crisis the principal will act as the Crisis Response Team Incident Commander at all school emergencies. If the principal is not present, or cannot assume control for any other reason, the “Chain of Command” is as follows:

Christina Filios Yiannakopoulos, Principal – Incident Commander

David Hobson, Vice Principal

Roger Smith Truss, Vice Principal

Cathy Sechrist, Vice Principal

Jennifer Sagendorf, Vice Principal

Jennifer Dougherty, Secretary

Lead Teachers:

Ann Borba, 6th Grade

Kim Holmes, 7th Grade

Charley Enos, 8th Grade

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	18	10	8
Mathematics	29	3	6	8
Science	35		4	10
Social Science	27	3	8	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	19	7	11
Mathematics	29	3	2	12
Science	36		3	11
Social Science	27	3	7	7

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	19	5	11
Mathematics	30	3	1	12
Science	35	0	2	12
Social Science	28	3	2	11

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 13,944.16	\$ 6,090.98	\$ 7,853.17	\$ 60,639.74
District	N/A	N/A	\$ 8,304.45	\$83,724
Percent Difference - School Site and District	N/A	N/A	0.5	-200.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2022-23 Types of Services Funded

For the 2016-17 school year, Oak Grove received LCFF, Title I, and base funding. As a Program Improvement School, our programs are supported at the site and district level to support teachers, students and parents as we focus on student achievement. These funds have been used to provide various services to students and parents, with a focus on the implementation of rigorous Common Core Standards-based instruction; supports to students in the areas of reading, math, and language acquisition; increased technology in classrooms; school-home collaboration to support a safe and engaging school environment, and staff professional development. Title I funds have supported: after-school academies, which focus on reading, math, and academic support for English Learners; materials to support student literacy and math intervention; professional development for teachers; Community Service Assistant and Community School Coordinator positions to increase our parent engagement and help bilingual parents understand our school programs and their students' achievement; extra days of librarian time. LCFF funding has provided: an additional Vice Principal position to support instruction, student achievement, and student behaviors; enrichment activities and field trips; extra site tech position time to help with technology integration and maintenance.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Each Wednesday has a modified schedule (school ends at 12:43 pm) to allow for faculty, department, and grade level collaboration meetings. Our goal this year has been to support each teacher in collaboratively designing two IB unit plans with a content-area colleague, to be taught in the 2nd semester. Likewise, our grade level teams have met together to plan for and/or refine their level's Redesign components and plan. Teachers received a full day of professional development on the International Baccalaureate through our IB Consultant; follow up training focused on the essential components of the IB Unit plan on Wednesdays has been conducted by our IB Coordinator and administrators. A group of teachers was also sent to IB training during the summer. Likewise, members of the AVID site team participated in the AVID Summer Institute in Sacramento in summer 2017 to learn more about classroom AVID strategies and taking AVID strategies school-wide.

In order to address the particular needs of our English Learners and to provide supportive instruction to meet the needs of the whole child, additional areas of professional development have included: Every Teacher is a Language Teacher (Focusing on English Language Learners), Creating and Maintaining a Positive Learning Environment, and The Importance of the Teacher-Student Relationship. In 2015-16, a group of 20 staff members participated in Restorative Practices training provided by an outside non-profit agency.

Professional Development for the entire staff for the 2015-16 school year focused on the following areas: creating and maintaining routines and relationships in the classroom; creating focused learning goals and helping students monitor their progress; providing formative feedback to students; and using technology to transform instruction. These areas of learning were chosen using data from previous years' surveys, including the annual SIG survey administered to teachers, and based on our current turn-around work as a school.

Professional development has focused on developing supportive relationships with students and creating intentionally inviting classroom environments and increasing student engagement (Marzano, Art and Science of Teaching; Purkey). In the 2015-16 school year, a group of staff met to redesign the 6th grade experience and their program is currently being implemented with this year's 6th graders. The essential elements of the redesign program are closely tied to research-based educational practices: student learning goals and progress-tracking (Hattie, Marzano); creating relevant and engaging learning opportunities for students of poverty (Jensen). In 2016-17, a group focused on redesigning the 7th grade experience began its professional collaboration and planning, and this year they have launched their plan. Professional development in 2016-17 also included the AVID Summer Institute, school-wide reading, writing, and math strategies, and professional development in literacy strategies provided by paid reading consultants.

Professional Development is supported by administration, Coaches, and Lead Teachers. Student data is reviewed in grade-level, department, whole staff, and meetings. Professional development at Oak Grove is delivered by content experts, school and district Administrators and Oak Grove Faculty.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3		