

Oak Valley Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Oak Valley Elementary School
Street	24500 Road 68
City, State, Zip	Tulare, CA 93274-9607
Phone Number	559.688.2908
Principal	Michelle Espinoza
Email Address	michelle.espinoza@oakvalleyschool.org
School Website	oakvalleyschool.org
County-District-School (CDS) Code	54-72017-6054175

2022-23 District Contact Information

District Name	Oak Valley UESD
Phone Number	559.688.2908
Superintendent	Heather Pilgrim, Ed.S.
Email Address	h.pilgrim@oakvalleyschool.org
District Website Address	www.oakvalleyschool.org

2022-23 School Overview

Oak Valley Union Elementary School District is a rural community consisting of 567 students and 78 full and part time employees. The Oak Valley School community, which includes a highly qualified staff, the Board of Trustees, students and parents; seeks to provide all students with a quality individualized educational experience, steeped in a rich history of high standards, and caring for the whole child. With an energetic focus on students' self worth, providing new experiences, and preparation for success in high school; we are committed to graduating students who will make an impact in their community and their world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	58
Grade 2	55
Grade 3	60
Grade 4	57
Grade 5	64
Grade 6	77
Grade 7	64
Grade 8	50
Total Enrollment	569

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	1.9
Asian	0.0
Black or African American	0.9
Filipino	0.4
Hispanic or Latino	80.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	16.0
English Learners	25.7
Foster Youth	0.7
Homeless	2.6
Migrant	3.2
Socioeconomically Disadvantaged	77.2
Students with Disabilities	4.7

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)	18.80	62.67	18.80	62.67	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.33	1.00	3.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	7.20	2.10	7.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.10	0.30	1.10	12115.80	4.41
Unknown	7.60	25.63	7.60	25.63	18854.30	6.86
Total Teaching Positions	30.00	100.00	30.00	100.00	274759.10	100.00

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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	2.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	17.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Excellent (Fall 2016)	Yes	0%
Mathematics	Excellent (Fall 2022)	Yes	0%
Science	Excellent (Fall 2019)	Yes	0%
History-Social Science	Good (2007)	Yes	0%
Foreign Language	N/A		0%
Health	Excellent (most current adoption)	Yes	0%
Visual and Performing Arts	None		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	34	N/A	33

2021-22 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	363	363	100.00	0.00	48.21
Female	175	175	100.00	0.00	51.43
Male	188	188	100.00	0.00	45.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	289	100.00	0.00	45.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	63	63	100.00	0.00	61.90
English Learners	88	88	100.00	0.00	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	286	286	100.00	0.00	44.41
Students Receiving Migrant Education Services	14	14	100.00	0.00	42.86
Students with Disabilities	22	22	100.00	0.00	13.64

2021-22 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	363	362	99.72	0.28	33.98
Female	175	175	100.00	0.00	35.43
Male	188	187	99.47	0.53	32.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	289	100.00	0.00	30.10
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	63	62	98.41	1.59	50.00
English Learners	88	88	100.00	0.00	14.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	286	286	100.00	0.00	31.82
Students Receiving Migrant Education Services	14	14	100.00	0.00	57.14
Students with Disabilities	22	22	100.00	0.00	9.09

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	32.74	NT	32.74	28.5	29.47

2021-22 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	113	113	100	0	32.74
Female	51	51	100	0	23.53
Male	62	62	100	0	40.32
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100	0	30.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	18	100	0	44.44
English Learners	26	26	100	0	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	92	100	0	30.43
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	64	64	64	64	64
Grade 7	64	64	64	64	64

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.

2022-23 Opportunities for Parental Involvement

Oak Valley strives to maintain effective communication with parents and also hosts several activities and events throughout the year that encourage parent involvement. The district began using the Parent Square platform in the 21-22 school year. According to Parent Square data, at the end of the first semester of 2022-2023 school year 52% of parents use the Parent Square app, while 43% receive Parent Square communication via text or email, yielding a 95% parent contact rate. A total of 48% of parents responded to messages that were sent to them. Oak Valley invites parents to all performances, assemblies, sporting events, and schoolwide activities throughout the year. Parents are encouraged to volunteer in the classroom and on field trips. The ELD coordinator worked with families on the Latino Family Literacy Project once a week from October through December, all parents were invited to attend. The Oak Valley 4-H and Ag programs invite parents to attend meetings, events, and activities throughout the year.

Parents are an integral part of the district's decision-making. Therefore, parents are encouraged to participate in School Site Council and ELAC. Parents are also asked to participate in the development of the LCAP through various outlets such as monthly coffee with the principal meetings. Parent surveys are distributed to gather parent input during events that have high parent participation rates, such as parent teacher conferences and open house. Additionally, parents were asked to provide input about what they envision for each of their children during parent teacher conference.

In addition to school led parent involvement, parents are also active in an organization called the Oak Valley Parent Club. The Parent Club meets at least monthly throughout the school year and organizes various activities for students including: trunk or treat, Breakfast with Santa, an annual family dance, and a sports themed activity day at the end of each school year. The Parent Club provides breakfast for the school's monthly PBIS awards and distributes Thanksgiving and Christmas baskets every year to students who are identified as high need within the community.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	605	597	80	13.4
Female	292	290	34	11.7
Male	313	307	46	15.0
American Indian or Alaska Native	10	10	2	20.0
Asian	0	0	0	0.0
Black or African American	5	5	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	479	475	66	13.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	104	100	10	10.0
English Learners	179	179	29	16.2
Foster Youth	4	4	0	0.0
Homeless	15	15	6	40.0
Socioeconomically Disadvantaged	461	459	67	14.6
Students Receiving Migrant Education Services	22	22	1	4.5
Students with Disabilities	34	34	8	23.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.52	1.52	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.36	3.80	1.36	3.80	0.20	3.17
Expulsions	0.00	0.33	0.00	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.80	0.33
Female	1.37	0.00
Male	6.07	0.64
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.97	0.42
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.88	0.00
English Learners	5.59	1.12
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	4.77	0.43
Students Receiving Migrant Education Services	4.55	0.00
Students with Disabilities	5.88	0.00

2022-23 School Safety Plan

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

- Fire and Disaster plans and procedures
- School Rules
- Dress Code & Student Conduct Code
- Positive Behavior Interventions and Supports

All employees are trained in various safety procedures and are encouraged to report any potential hazards to ensure immediate attention. Regular inspections are conducted by our maintenance team, Sheriff department, and the local fire department which identifies hazards and corrects potentially unsafe conditions. Monthly and quarterly drills are conducted by our principal so that our students and staff are aware of proper procedures in the case of an emergency. Our goal is to maintain a safe and positive school climate throughout the school year. A comprehensive School Safety Plan is available to the public through our district website and was most recently updated and board approved February 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	19	3		
2	19	3		
3	24		3	
4	24		3	
5	22		3	
6	16	3		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	77	4		
1	56	3		
2	58	3		
3	56	3		
4	68	2	1	
5	78		3	
6	63	2	1	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	19	3		
2	18	3		
3	19	3		
4	19	3		
5	21	1	2	
6	21	1	2	
Other	9	1		

2021-22 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	569

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	6800.	785.	6015.	70,774.
District	N/A	N/A	6015.	\$71,256
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	-9.2	-0.9

2021-22 Types of Services Funded

Due to Oak Valley being a small rural school, several support personnel are provided on campus by the Tulare County Office of Education. Within the special education services we are provided a part time psychologist that oversees the most severe socio-emotional needs of our students. A part time speech pathologist and a full time Special Education Resources Specialist along with two part-time Special Education Aides are provided in order to service our students on an Individual Educational Plan (IEP). We have a full time counselor who works with students and families to address social emotional and behavioral needs. In addition, the HEART After School Program is provided to extend our learning day for students that wish to participate. We also receive specialized health programs conducted by one of the county's RN nurses. Supplemental and concentration funding also provides after school tutoring and summer school programs.

Oak Valley has various paraprofessionals that offer additional support to our students such as a part time health aide, library aide, three intervention resource classroom aides that support tier II and tier III reading intervention. The VAPA (Visual and Performing Arts) department is growing. We have a part time instrumental music instructor (0.6 FTE) that we share with a neighboring school which provides students with marching band and concert band experience, a drama program who performs one play a year, a dance program that gives students a dance outlet and performs at assemblies, along with an art teacher who provides art instruction to our elementary and middle school students. Due to agriculture being the largest industry in our area, it is vital that we support ag education. Therefore, an Ag Pathway has been created that includes a newly build outdoor garden that includes citrus, nut, and fruit trees along with vegetable planter boxes and a greenhouse. The outdoor garden also provides an area for students to collaborate and conduct scientific labs. Oak Valley's Ag Pathway articulates into the high school's Ag Pathway in which our students have the opportunity to participate in.

The District is part of County CO-OP for support with State and Federal Projects and pays the County for support on financial matters. TCOE is always providing training opportunities in various curriculum, instruction, assessment, and leadership topics.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,679	\$46,844
Mid-Range Teacher Salary	\$72,422	\$73,398
Highest Teacher Salary	\$91,477	\$93,345
Average Principal Salary (Elementary)	\$105,000	\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$152,260	\$136,296
Percent of Budget for Teacher Salaries	35%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Three full days and 29 early release days (Wednesday afternoons) are dedicated each year to staff and professional development focused on continuous improvement. The focus of the PD sessions has been on (1) implementing the Multi-Tiered System of Support (MTSS) in order to improve our intervention program to meet the learning needs of all of our students, (2) Writing practices and strategies, (3) ELD practices and strategies, (4) Social-emotional student supports. Coaching is provided throughout the year and has been focused on literacy, more specifically the Guided Reading program and writing in K-3. Services are contracted with the Tulare County Office of Education.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3