

Executive Summary School Accountability Report Card 2019-20



The executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual schools. The most current data available was utilized as appropriate in the development of this report. For information about the school, parents and community members should review the entire SARC or contact the school principal.

Contact Information

Oak Grove Center at the Ranch

Local Education Agency – Perris Union High School District

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CDS Code – 3367207-7104490

About This School

Oak Grove Center has developed a mission statement that is reflective of the beliefs and values that the organization has deemed most appropriate for the type of programming available through Oak Grove Center. The mission of Oak Grove Center is *to rebuild the lives of at-risk children and their families through educating, healing, restoring relationships, building character and instilling hope*. With a tagline of *“empowering success * transforming lives”*. Oak Grove Center’s mission drives the focus of the program and is the basis for services made available to our students and their families. Oak Grove Center offers a strength-based, individualized learning experience for our students to meet their unique needs. Teachers are dynamic, creative, and understand the unique needs of our population and implement the most relevant methods to help our students achieve educational success.

Expected Schoolwide Learner Outcomes

Oak Grove Center has developed the following expected schoolwide learner outcomes:

The Mighty Oaks **REACH** for the sky.

- Resilience:** Students overcome obstacles and adversity through use of problem solving skills / techniques
- Excellence:** Students attend school daily and on time
- Academics:** Students pass classes enrolled in earning credits towards diploma and / or certificate of completion
- Character:** Students are respectful, caring, involved citizens who contribute to their communities in a positive manner through volunteerism / service learning
- Honor:** Students are effective communicators who address their wants / needs through positive self-advocacy

Curriculum and Instruction

Oak Grove Center at the Ranch offers academic and functional skills programs for students in K-12th grade. OGR has 6 classes to serve students with 4 currently in operation. Classes are organized by grade level and / or ability level. OGR is accredited by the Western Association of Schools and Colleges, allowing us to offer high school diplomas to qualifying students once specific graduation criteria is complete.

Oak Grove Center (Jack Weaver School and Oak Grove Center at the Ranch) is certified to serve students in grades K-12, ages 5-22. All students enrolled at Oak Grove Center (Jack Weaver School and Oak Grove Center at the Ranch) attend school for a minimum of 314 minutes per day. For Kindergarten students, instructional minutes will be decreased to meet education code requirements (240 instructional minutes per day).

Classrooms have the maximum number of students allowed by master contract, 1 certified / permitted teacher, and a teaching assistant. At Oak Grove Center at the Ranch, all students participate in self-contained classrooms and operate on a period schedule. The middle and high school students may transition between two teachers for some of their core academics as well as electives. High school students may complete credit recovery on an individual basis, based on home school requirements, for a maximum of 35 credits in class and 10 credits on an independent study basis per semester. Students may participate in Acellus, online learning program, for independent study courses or when needing to work more independently from the group.

All academics/programs (including the Acellus program) are based on the California Common Core State Standards. All classrooms have Common Core Standards Binders that include the California Common Core State Standards in ELA / Math as well as helpful resources and tips for implementing standards. Those classes that provide functional skills curriculum also have access to California Common Core State Standards. Focus is on increasing depths of knowledge, project based learning, higher level thinking and collaboration. Oak Grove Center follows district A-G requirements, providing student access to courses meeting these requirements through Acellus, our online learning program. General education textbooks are adopted equal to those of the Murrieta USD, Temecula Valley USD (JWS) and Val Verde USD, Perris Union HSD (OGR) for high school students, or State approved for elementary / middle school students. Adapted texts, educational computer software and supplemental materials used are also consistent with those that are adopted and approved by the State of California.

All textbooks meet the state requirements with regard to standards / essential standards, and teachers work to ensure that standards / essential standards are addressed when developing IEP goals and objectives and lesson plans.

Career education is offered through the COIN software program, Learn to Earn materials, Kuder Career training program, and other workbooks / materials. Inclusion at local schools, structured work experiences, WorkAbility and attendance at the local Jr. College or ROP vocational classes are offered when deemed appropriate by the treatment team and the IEP team. High school students may also study and be taken to sites that offer the GED or CHSPE, or opt for a Certificate of Completion if approved by the IEP team.

Courses range from college prep to alternative functional curriculum such as independent living skills, communication, survival math, community awareness and prevocational / vocational experiences. Students enrolled in the alternative functional curriculum (those taking the California Alternative Assessment) receive curriculum through The Curriculum Guide for Students with Moderate to Severe Disabilities – Core Content Access published by the CA County Superintendents Educational Services Association in conjunction with Lakeshore Publishing (SEACO) or Basics 3 Curriculum by San Bernardino County.

Oak Grove Center at The Ranch has 1 specialized class (OGR) that serves students with more moderate / severe needs. Curriculum for this classroom is individualized for each student based on their level of functioning and can include standards based core curriculum, alternative functional curriculum, vocational activities / training (WorkAbility), and life skills activities.

Teachers employ various instructional methods based on student need, learning style (determined by a learning styles inventory created by Dr. Ray Barsch, a CSUN professor of learning disabilities), cognitive level, and the nature of the lesson. Individual instruction, collaborative groups, independent study, direct instruction, and evidence based methods are utilized. Students have access to general education textbooks, adapted textbooks (as appropriate), modified textbooks (as appropriate), workbooks, individually designed work packets, educational software and internet access in order to complete assignments.

Designated instructional services (DIS) provided are Occupational Therapy (OT) for sensory integration, fine and gross motor skill development and Language and Speech (LAS) pragmatics, language and

articulation, individual, group, or consultation based on IEP recommendations. Counseling and therapy are part of the basic programming as noted below.

Students receive the following level of therapeutic service (unless IEP team agrees to different services):

Individual Counseling 30 minutes per week

Group Counseling 30 minutes per week

Behavior Management Program

Oak Grove Center (Jack Weaver School and Oak Grove Center at the Ranch) has the capacity and trained staff to develop individualized behavior support plans (BSP) for students, conduct functional analysis assessments (FAA), and develop positive behavior intervention plans (PBIP). Oak Grove Center utilizes a multi-tiered approach to behavior intervention and focuses on what changes need to occur related to instruction, curriculum, environment and learner to address behavioral difficulties. Oak Grove Center will work with the individual district to determine need for such plans and will work with the district in the development of the plans as deemed appropriate and agreed to by the IEP team. Once developed, all PBIPs are part of the student's active IEP. All behavior plans follow the format designated in the Education Code as "Positive Behavior Intervention", including recommendation, assessment, development, implementation, review, and revision. The intent of the plan is to provide positive intervention strategies designed to shape appropriate behavior as a replacement for assessed or observed maladaptive behaviors. The function of the behavior is also identified and replacement behaviors as well as positive reinforcers are implemented to help reshape behavior. The school will never employ any behavioral procedure deemed negative, aversive, or punishing, instead utilizing procedures which are considered positive and non-aversive.

Oak Grove Center also follows a discipline policy with students receiving varying levels of discipline for school and classroom rule violations. Suspension is utilized as appropriate when the behaviors are so extreme as to be disruptive to the school program and / or dangerous to other students or staff members as defined by Education Code, EC48900. Discipline events are tracked and monitored. This information is provided to the students' District of Residence monthly for tracking.

All school staff receives training in Positive Behavior Intervention, including rationale, student need, procedures for intervention as designated by the Education Code, and protocols for assessment, development, implementation, monitoring, and documentation. Only trained staff members are permitted to participate in the implementation of a behavior plan.

Oak Grove Center follows Education Code in relation to creation and implementation of PBIPs, working closely with our districts of service. PBIPs are only modifiable by the IEP process. The Treatment Team may make recommendations but may not unilaterally amend the plan.

Behavior Emergency Reports (NPS) / Event Notifications are completed when required for any form of restraint (escort, seated, wall, prone), AWOL, Police Involvement, Injury, or any other serious incident. Reports contain information related to the student(s) involved, incident details, staff members involved, interventions utilized, student response to the interventions, details of restraint, parties notified (parents, district personnel) and any other relevant information. Reports are forwarded to appropriate district personnel as required. IEPs are scheduled to discuss events as requested / necessary.

All staff members are Pro-Act trained to deal with challenging situations that can result in injury or harm if more restrictive interventions are not utilized. Some staff members are also trained in Crisis Prevention Intervention (CPI). Typically staff members working with our Autism population or our elementary students are dual trained (Pro-Act and CPI) in order to work more effectively with these populations.

Opportunities for Parental Involvement

Oak Grove Center at The Ranch is an open campus for parents, allowing them to become an active part of their student's educational program. Parents are encouraged to schedule classroom visitations, volunteer for school events, and meet with staff members. Oak Grove Center at The Ranch provides ongoing communication to parents through daily point sheets, monthly treatment team reports, quarterly progress reports / report cards, and regular announcements of upcoming or special events. The school maintains an annual calendar of activities / events, many of which allow parents the opportunity to participate including; specialized outings, sports events, poetry slams, specialty groups, assemblies, cultural diversity week, Multicultural History Month (Feb), Safety Awareness Month (Mar),

Autism Awareness Month (Apr), Red Ribbon Week (Oct), open houses, and promotion / graduation ceremonies.

Parents are active members in the IEP process as well as active participants in the treatment team process.

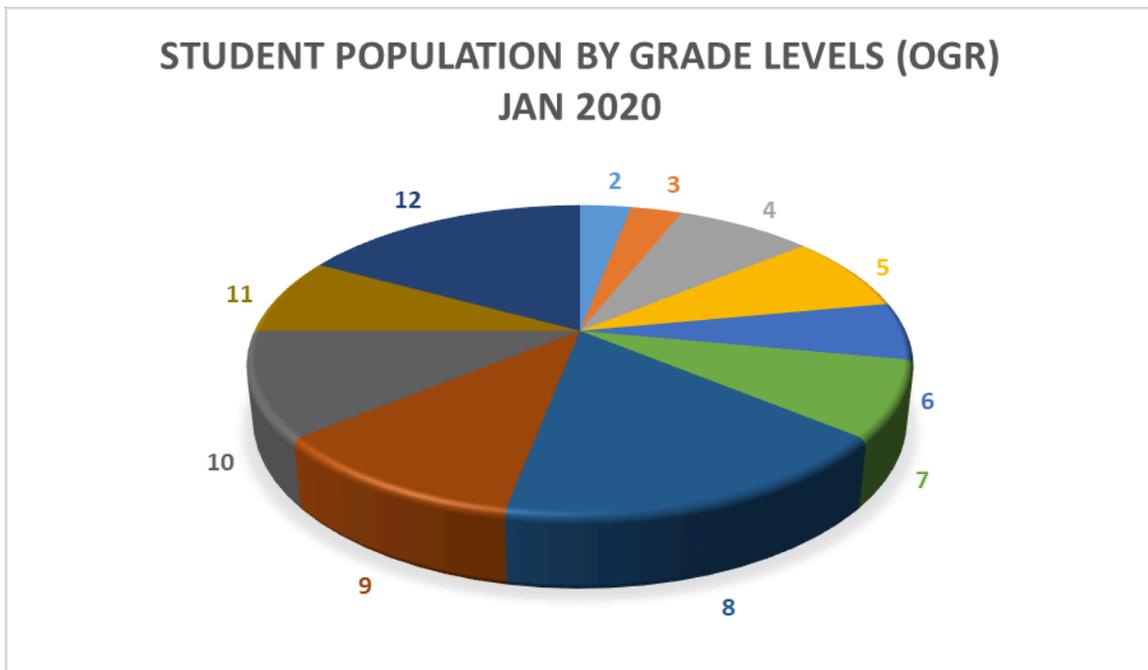
Oak Grove Center also offers ongoing parenting courses open to all parents.

Parents interested in volunteering may contact their child’s teacher directly to request volunteer opportunities. All requests will be reviewed by the Site Administrator in conjunction with the Director of Education prior to approval.

Student Enrollment

OGR currently (Jan 2020) serves students from 12 districts throughout California. OGR does not currently have any privately placed students.

OGR has the capacity to serve students from K-12th grade. Current enrollment (January 2020) includes the following grade levels: K (0%), 1st (0%), 2nd (3%), 3rd (3%), 4th (8%), 5th (8%), 6th (6%), 7th (8%), 8th (17%), 9th (11%), 10th (11%), 11th (8%), & 12th (17%)



The unifying factor in consideration of placement is the student’s background of chronic and pervasive mental health and behavioral issues, as well as the inability to be successful academically in a public school environment. This is a case in which the makeup of the student body does not truly emulate that of the local community.

OGR has a diverse student population and has tracked the ethnic makeup of the population for the past five years, taking representative samples at 6-month intervals from January 2016 through January 2020. Collection of intermittent data provides a good longitudinal look at placement and population trends due to the transient nature of the school’s population. Significant changes over time are not noted. The population remains relatively the same in ethnic breakdown.

The ethnic breakdown of the student population for the past five years is as follows:

	Caucasian	Hispanic	African American	Native American	Asian	Filipino	Korean	Other	2 or more
01/16	31%	21%	33%	5%	5%	5%	0%	0%	0%
07/16	29%	26%	34%	3%	0%	5%	0%	3%	0%
01/17	33%	33%	22%	2%	0%	5%	0%	5%	0%
07/17	33%	35%	25%	0%	2%	0%	0%	5%	0%
01/18	26%	36%	31%	0%	2%	0%	0%	5%	0%
07/18	26%	32%	29%	3%	6%	3%	0%	0%	0%
01/19	27%	39%	24%	2%	5%	2%	0%	0%	0%
07/19	38%	25%	31%	0%	3%	0%	0%	3%	0%
01/20	34%	18%	42%	0%	3%	0%	0%	3%	0%

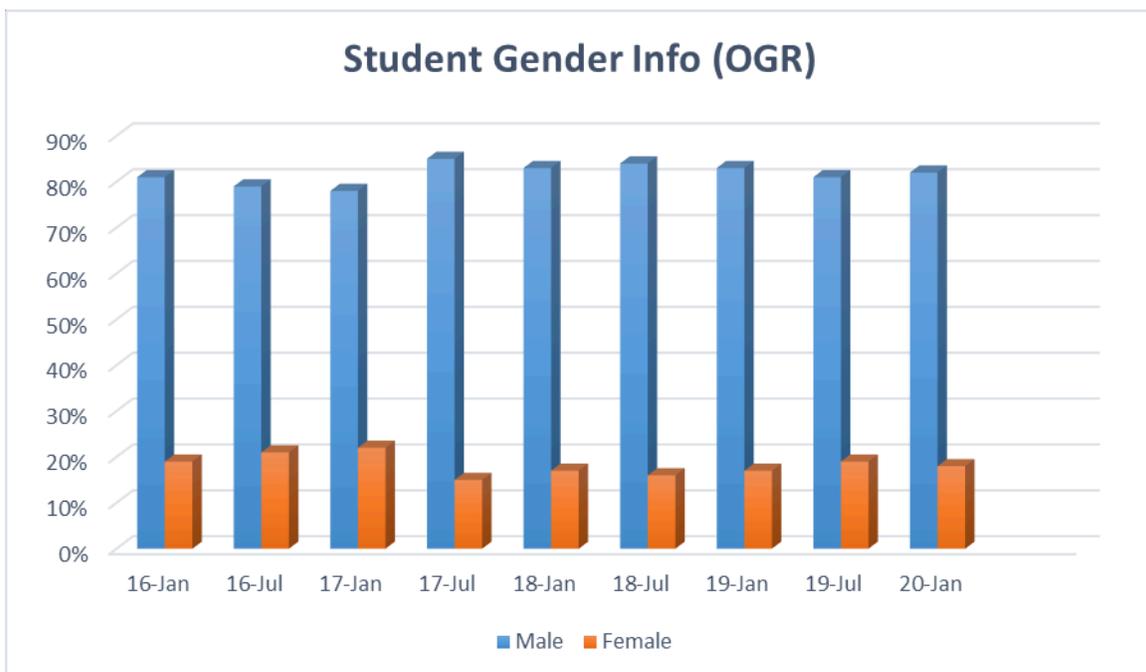
Due to the diverse student population on both campuses, lessons, classroom activities & school wide activities reflect an ongoing emphasis on cultural awareness. School members (Staff and Students) are also required to participate in annual training that addresses issues related to cultural diversity and

sensitivity. Focus continues to be placed on ensuring that students are demonstrating appropriate interactions with peers, staff and community members that are accepting and inclusive regardless of race, ethnicity, gender, sexual orientation, disability, or any other protected categories.

Both JWS and OGR are also sensitive to our unique population of learners and celebrate differences. Both JWS and OGR have participated in different activities geared towards acceptance of differences including Cultural Diversity Month (February), Safety Awareness Month (March), Autism Awareness Month (April) and Red Ribbon Week (October).

Both JWS and OGR are coed facilities. Both programs have historically had more male students than female students. This discrepancy is noted to be larger on the OGR campus. On the JWS campus, there is a dorm specific to female students which increases our female student enrollment on that campus. In terms of the schools' gender mix, data from the past 5 years indicate the following:

Gender Data	Jan 16	Jul 16	Jan 17	Jul 17	Jan 18	Jul 18	Jan 19	Jul 19	Jan 20
Male (OGR)	81%	79%	78%	85%	83%	84%	83%	81%	82%
Female (OGR)	19%	21%	22%	15%	17%	16%	17%	19%	18%



English Proficiency

Almost all students attending OGR are identified as English Only on home language surveys / IEPs. If a student with limited English proficiency were to be admitted; all teachers have English Language Authorization as part of their credentials to work with students classified with English as a second language. OGR would provide English Only instruction with use of SDAIE strategies / classroom accommodations and modifications as necessary to support these students. JWS has a trained staff member to provide ELPAC testing for our second language learners on the OGR campus if needed. OGR has the capacity to provide translators for IEP and other meetings for parents who require this service.

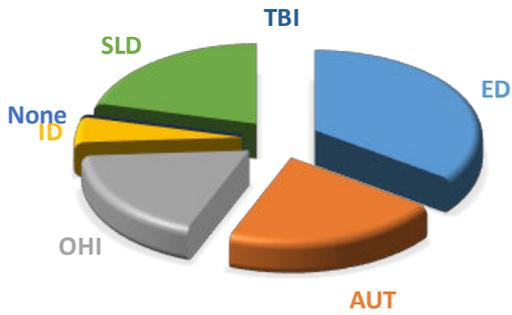
Special Populations

All students attending OGR have an active IEP indicating their qualification for special education, as well as annual goals, objectives, services required, and other related data. OGR is also certified as a private school but does not currently have any private school placed students.

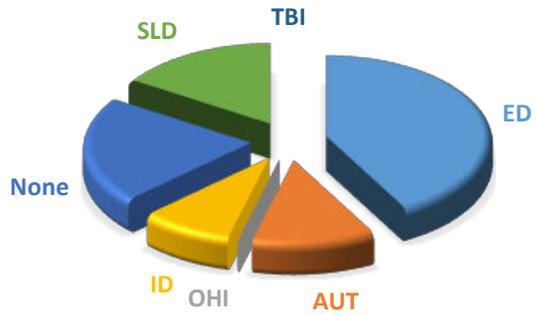
Data over the past five years (Jan 2016-20) related to student eligibility criteria is indicated in the charts below. OGR saw an increase in students identified with OHI during the 2020 school year. All other primary disability areas stayed relatively the same. 48% of the population are students identified with the primary disability of ED. The campus still remains extremely stable with very few significant behavioral incidents occurring that require BERs comparative to the population of students served.

Primary Disability	AUT	ED	ID	MD	OHI	OI	SLD	TBI	NONE
Jan 2016 OGR	21%	35%	5%	0%	18%	0%	21%	0%	0%
Jan 2017 OGR	12%	42%	9%	0%	21%	0%	16%	0%	0%
Jan 2018 OGR	12%	43%	9%	0%	24%	0%	12%	0%	0%
Jan 2019 OGR	15%	49%	10%	0%	18%	0%	8%	0%	0%
Jan 2020 OGR	11%	48%	8%	0%	25%	0%	8%	0%	0%

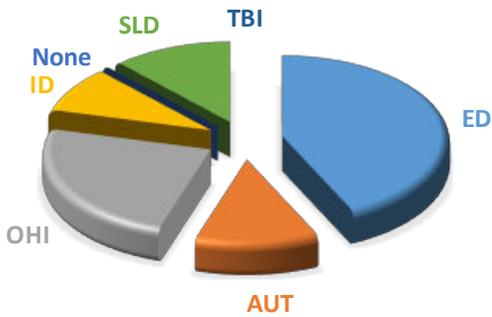
JAN 2016 (OGR)



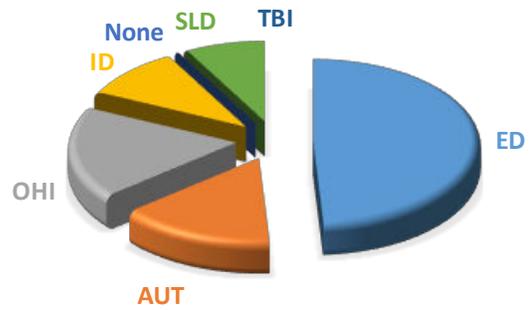
JAN 2017 (OGR)



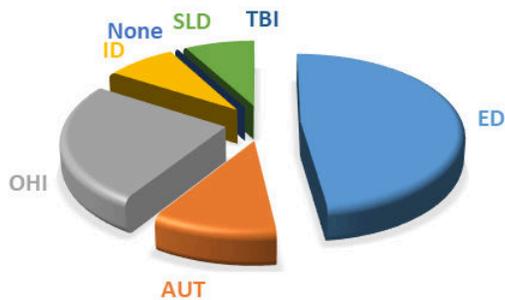
JAN 2018 (OGR)



JAN 2019 (OGR)



JAN 2020 (OGR)



OGR is also authorized to provide the following related services: Behavior Intervention Design and Planning, Behavior Intervention Implementation, Counseling and Guidance, In Home and Hospital Instruction, Language and Speech Development and Remediation, Occupational Therapy, Parent Counseling and Training, Psychological Services, Social Worker Services, and Vocational Education Career Development.

School Safety Plan

The school has a comprehensive safety plan in place. Our Director of Environmental Services has developed a system for on-going monitoring of the physical plant. Oak Grove Center also conducts monthly / annual safety drills to ensure that students and staff members understand how to respond during various disasters including fire drills (monthly), campus “lock down” drills, earthquake drills, and other safety awareness drills as appropriate as identified by the Leadership Team. An inventory of safety supplies is maintained and updated regularly to ensure that materials are available for use in the case of a true disaster. All staff members participate in an annual fire / disaster safety in-service, and all must be certified in CPR, First Aid and AED. Those staff members that monitor students in the pool (JWS campus) are trained in Water Safety. All students are trained related to Transportation Safety. Additionally, all staff members are trained in Pro-Act or Crisis Prevention Intervention to assist appropriately during behavioral emergencies.

School Facilities

Oak Grove at the Ranch is situated on 2.5 acres. The campus has four buildings with footage totaling 6960 square feet. It is a beautiful property nestled on school row in Perris, CA. Each building has varying amenities as noted; building one holds the main office, Site Administrator’s office, conference room, staff lounge, computer lab, 3 bathrooms, small lunchroom, quiet room, 3 classrooms, a sensory room therapist office and 2 other offices; building two is a restroom modular; building 3 hosts 3 large classrooms, reading lab / library, and a therapist office / group room; building 4 is a multipurpose room that is utilized for PE activities, assemblies, and behavior reinforcement activities. Building 4 also holds the student store. There is also a school garden, playground, outside performance area, track, basketball courts, and space for our future equine therapy program.

The agency's Environmental Services Department is responsible for all of the site's maintenance, safety, housekeeping, and grounds keeping functions. The Director Environmental Services oversees the site maintenance person, who is responsible for the upkeep of the site.

The Director of Environmental Services has the primary responsibility of developing all of the agency's policies and procedures related to safety, and ensuring that the resources are available to address all contingencies

All staff receives thorough training in policies related to health, safety and wellness. They are introduced to the concepts during the new employee orientation, and then attend in-services scheduled throughout the year. The fire safety in-service is mandatory for all staff on an annual basis. Additionally, all staff is ProAct trained every two years, as well as receiving training in CPR, first aid, water safety (JWS pool use), infection control, and emergency response. Further, staff is trained in positive behavior intervention, and a dual training (Staff Effectiveness Training and Effective Treatment Interventions) that provides positive, non-aversive alternatives to the use of physical intervention. We also conduct regular drills for fire, natural disasters, and terrorist threats. Following each drill the Leadership Team conducts a debriefing session to review the compliance and effectiveness factors, as well as any problems that need to be addressed.

The most recent site inspection by the fire department indicated no deficiencies. OGR maintains the facility quite well and employs maintenance staff members who handle any ongoing maintenance needs.

Oak Grove Center has implemented a School Wellness Policy that ensures students are provided healthy nutritional meals and snacks and that promotes a healthy and active lifestyle. Oak Grove Center supports and reinforces wellness through health education, physical education, health services, nutrition services, psychological and counseling services, a safe, healthy, connected school environment, and parent/guardian and community involvement.

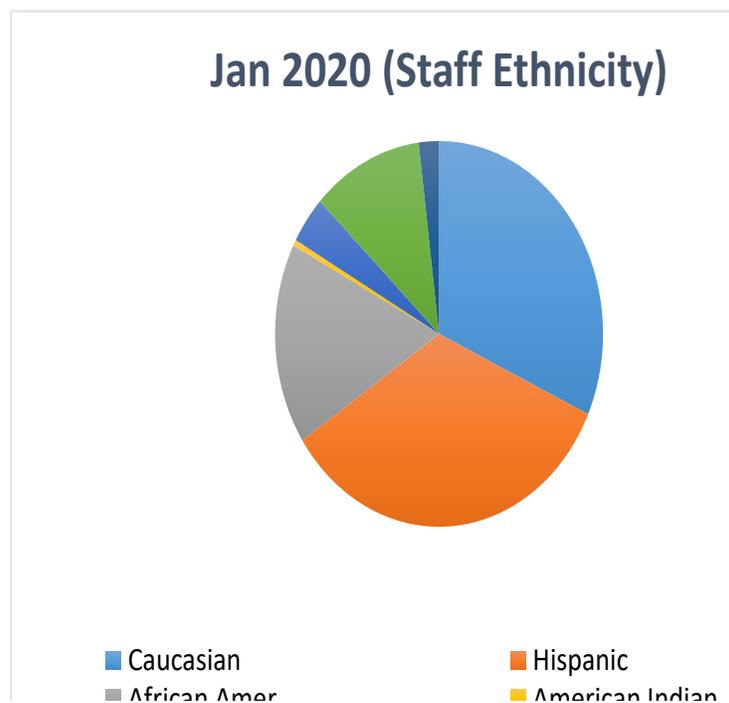
Staff Indicators

As of January 2020, Oak Grove Center employs 368 talented employees. Data related to ethnicity, gender, and education level is noted in the charts below. Oak Grove Center has a diverse population of staff members and significant change in ethnicity is not noted over time. The largest change in our staff population occurred when we added our Wraparound Program in January 2011. Due to the expansion

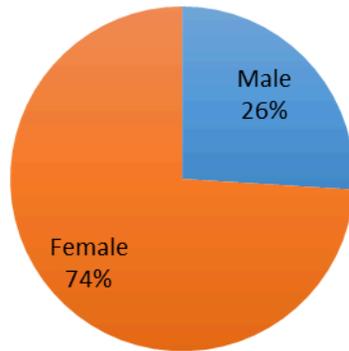
of services, new staff members were hired which resulted in a larger staff body. Oak Grove Center typically has more female than male staff members. This percentage (74% female / 26% male) remains relatively consistent over time. Oak Grove Center definitely understands the importance of having a highly qualified staff body to work with our residents and students and has always sought to hire staff members who have college degrees and / or experience working in the field. The makeup of our staff body is vital to the success of the school program. Oak Grove Center also offers employment opportunities to professionals entering the field and provides extensive training to ensure that they become highly qualified as well. Our team is a dedicated, professional group of individuals who work with students by “empowering success * transforming lives”.

Ethnic Makeup of the Staff Body

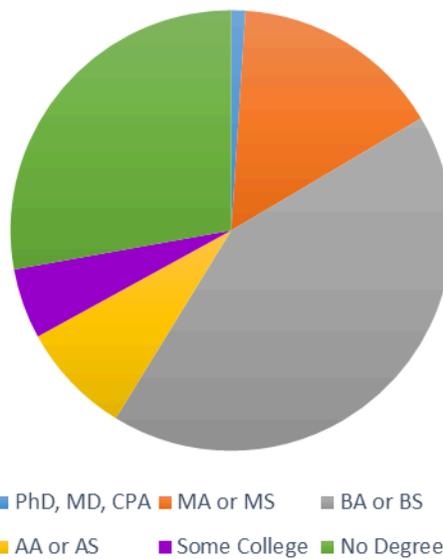
	Caucasian	Hispanic	African American	American Indian	Asian / Pacific Islander	2 or More	Other
01/20	32%	34%	17%	0.5%	4%	11%	2%



Jan 2020 (Staff Gender)



Jan 2020 (Staff Education)



As noted in the last chart, the majority of the staff members (65%) have Associate Degrees or greater. Over half (57%) of the staff members have Bachelor Degrees or greater. This level of education demonstrates the high quality staff body that Oak Grove Center retains. Although Oak Grove Center has always had a high number of staff members with degrees, a positive result of our transition from Residential Treatment Facility to Short-Term Residential Therapeutic Program (STRTP) was that standards of hiring changed. STRTP direct care staff members were required to have a Bachelor degree

or higher and / or prior experience working with students. Because some of these staff members also work as Educational Assistants within the school program, these hiring changes have also had a positive impact on the school's support staff body on the JWS & OGR campus as well.

School Staff

OGR employs one Director of Education (oversees both school programs), one on-site Administrator, one Program Coordinator, one Behavior Program Assistant, one Administrative Assistant / Transportation Coordinator, two Therapists, four full-time Teachers, additional Support Staff and Educational Assistants, and 4 DIS Service Providers (provide services to both programs). The Site Administrator handles all on-site day-to-day operations provided assistance from the Program Assistant. The Program Assistant works closely with the support staff members to ensure that they are meeting expectations. The Administrative Assistant / Transportation Coordinator oversees the majority of accountability procedures including daily attendance, transportation, intake, IEP coordinator, clerical office work, etc. The WorkAbility (WAI) Program Coordinator and WAI Job Coach both provide services to the OGR campus.

All teachers are appropriately credentialed and attention is placed on having them teach in subject areas that they hold secondary credentials in, or have been determined qualified to serve through classroom observations and / or background education. Oak Grove Center follows State guidelines and regulations related to hiring of Teachers. Oak Grove Center can hire teachers on Provisional Internship Permits, Short Term Staff Permits, and Intern Credentials as necessary. The Director of Education holds a Master's Degree in Education with an emphasis in Special Education as well as a Clear Level 2 Education Specialist Credential and oversees all school operations.

Curriculum and Instructional Materials

Listed below is the most current curriculum utilized for each grade level.

NPS07a – Instructional Materials, Grades K-8

NPS Name: Oak Grove At The Ranch

Instructional materials must be aligned with California standards.

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)				
Please list by grade level and subject the primary state-adopted instructional materials including technology based curriculum that is standards-based.				
Grade Level	Core Subject Abbreviation	Current Textbooks and Instructional Materials (use Exact Title of Publication)	Publication Date	State Adopted YES/NO
K	ELA	Benchmark Advance CA Edition	2015	YES
K	MATH	Go Math	2015	YES
K	SS	Pearson/Foresman History / Social Science CA - Learn to Work	2009	YES
K	SCI	MacMillian California Science	2008	YES
1	ELA	Benchmark Advance CA Edition	2015	YES
1	MATH	Go Math	2015	YES
1	SS	Reflections: CA Series, A Child's View Gr. 1	2007	YES
1	SCI	Harcourt Science 1 CA Edition	2002	YES
2	ELA	Benchmark Advance CA Edition	2015	YES
2	MATH	Go Math	2015	YES
2	SS	Reflections: CA Series, People We Know Gr. 2	2007	YES
2	SCI	Harcourt Science 2 CA Edition	2002	YES
3	ELA	Benchmark Advance CA Edition	2015	YES
3	MATH	Go Math	2015	YES
3	SS	Reflections: CA Series, Our Communities Gr. 3	2007	YES
3	SCI	Harcourt Science 3 CA Edition	2002	YES
4	ELA	Benchmark Advance CA Edition	2015	YES
4	MATH	Go Math	2015	YES
4	SS	Reflections: CA Series, A Changing State Gr. 4	2007	YES
4	SCI	Harcourt Science 4 CA Edition	2002	YES
5	ELA	Benchmark Advance CA Edition	2015	YES
5	MATH	Go Math	2015	YES
5	SS	Reflections: CA Series, US Making A New Nation Gr. 5	2007	YES
5	SCI	Harcourt Science 5 CA Edition	2002	YES
6	ELA	Benchmark Advance CA Edition	2015	YES
6	MATH	Go Math	2015	YES
6	SS	Holt California Social Studies	2006	YES
6	SCI	Holt Earth Science CA Edition	2001	YES
7	ELA	Benchmark Advance CA Edition	2015	YES
7	MATH	Go Math	2015	YES
7	SS	Holt California Social Studies	2006	YES
7	SCI	Holt Life Science CA Edition	2001	YES
8	ELA	Benchmark Advance CA Edition	2015	YES
8	MATH	Go Math	2015	YES
8	SS	Holt California Social Studies	2006	YES
8	SCI	Holt Physical Science CA Edition	2001	YES

NPS07b – Instructional Materials, Grades 9-12

NPS Name: Oak Grove At The Ranch

Core Subject Abbreviations:				
English Language Arts (ELA) Math (MATH) Social Science (SS) Science (SCI)				
Please list by grade level and subject the primary standards-based, core curriculum and instructional material including technology based curriculum adopted by the contracting district.				
Grade Level	Core Subject Abbreviation	Current Textbooks/Instructional Materials (use Exact Titles)	Publication Date	District Alignment
9	ELA	Pearson Literature Reading and Language	2010	VVUSD
9	MATH	Pearson Algebra 1 Common Core	2015	TVUSD/PUHS
9	SS	Glencoe Geography	2000	VVUSD
9	SCI	Holt Lifetime Health	2004	VVUSD
10	ELA	Pearson Literature Reading and Language	2010	VVUSD
10	MATH	Pearson Geometry Common Core	2011	TVUSD/PUHS
10	SS	McDougal - Modern World History	2006	VVUSD
10	SCI	Prentice Hall - Biology	2007	VVUSD
11	ELA	Pearson Literature The American Experience	2010	VVUSD
11	MATH	Pearson Algebra II Common Core	2015	TVUSD/PUHS
11	SS	McDougal-Little US History The Americans	2006	VVUSD
11	SCI	Prentice Hall Earth Science	2006	VVUSD
12	ELA	Pearson Literature British Tradition	2010	VVUSD
12	MATH			
12	SS	Magruder's American Government	2006	VVUSD
12	SCI	Holt Physics	2007	VVUSD
9-12	ALL	SEACO, Curriculum Guide Mod/Severe	2005, 2009	MVUSD
9-12	ELA	Lexia Reading / Core 5 (Support Program)		TVUSD
9-12	MATH	IXL Math (Support Program)		TVUSD
9-12	ALL	Acellus Online Learning Common Core		CVUSD
9-12	ALL	BASICS3, Curriculum Frame Mod/Severe	2015	TVUSD

Research Based Intervention Programs:

Oak Grove Center offers literacy programs for students requiring remediation in this area. Currently the Lexia Reading / Core 5 program is available and utilized on campus. Skills are aligned with Common Core State Standards. Other reading materials utilized include Hooked on Phonics, Zoophonics, READ 180 materials, and other supplemental materials for varying approaches to reading.

Oak Grove Center offers the IXL online math remediation program for students who are requiring remediation in the area of mathematics. Program is focused on building skills in all areas of

mathematics for students in Pre-K through 12th grade. Skills are aligned with Common Core State Standards.

Students receive additional program support if they are performing below grade level or demonstrating need for remediation in reading and/or mathematics based on teacher recommendations, academic achievement test scores, and both formal and informal assessments given by their teachers. Progress is measured through periodic informal and formal assessments, reading logs, running records, work sample comparison, online program achievement and teacher observation.

Student Achievement Data

Jack Weaver School and Oak Grove at the Ranch measure student progress in multiple ways. The primary goal of the program is to ensure that students are demonstrating consistent progress (educational and therapeutic) which enables them to successfully complete the program and transition to a lesser level of care. There are three main indicators for success within the program; academic achievement, attendance, and therapeutic & behavioral improvement that is sustained over time and across settings. Our schoolwide learner outcomes are measured in a variety of ways which will be noted in the different areas of achievement data.

In terms of academic achievement, JWS and OGR utilize multiple means of measurement including standardized test scores (WJ IV, CAHSEE [utilized up to the 15/16 school year], CAASPP), passing grades / credit attainment, IEP goal progress in the areas of Reading, Writing and Math, and student portfolios / work samples. Data from our Lexia Reading Program is utilized to determine if students are demonstrating growth in specific areas of reading. Data from our IXL math program is utilized to determine if students are demonstrating growth in specific areas of math. JWS and OGR will continue to utilize the standardized testing data to determine how the population is achieving on specific academic areas. JWS and OGR make consistent effort to gather test data on students as both programs are still reliant on the individual student districts to receive this information. It was requested during the last two Riverside County SELPA NPS Forums that effort be placed in the receipt of this testing information. Riverside County SELPA has committed to working with their Districts to determine the most effective way to ensure that information is received by the NPS programs as appropriate.

Standardized Achievement Data, both school programs inclusive, is as follows:

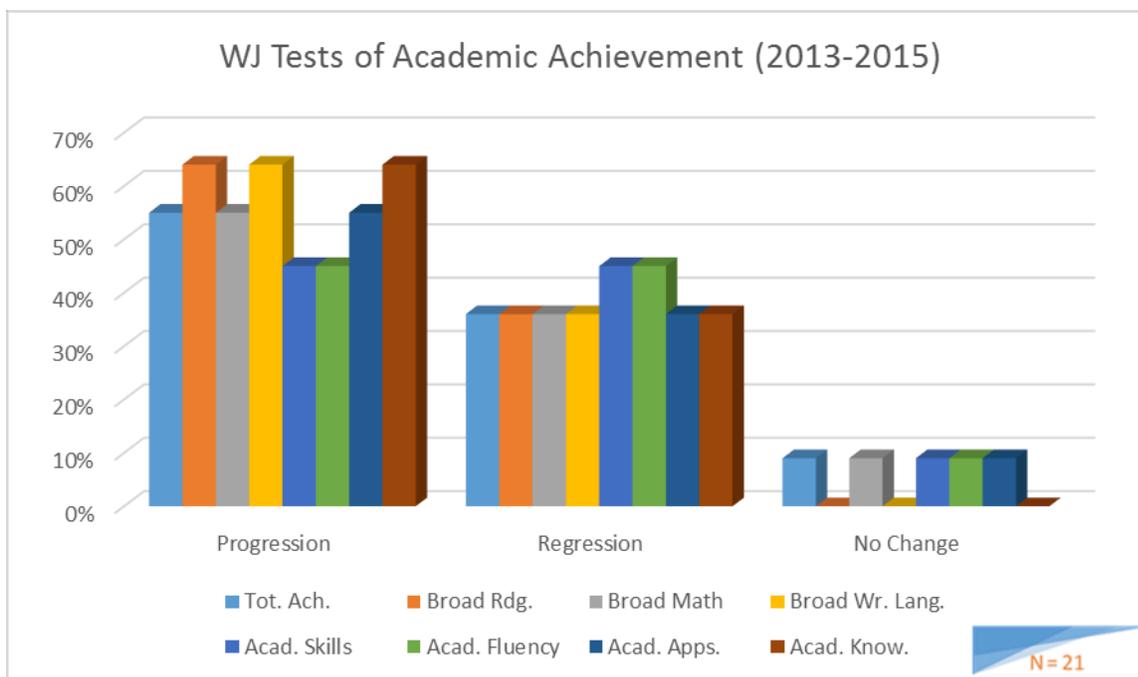
Woodcock Johnson Tests of Academic Achievement (includes WJ III and WJ IV)

The Woodcock Johnson Tests of Academic Achievement is a good measure for student progress when two or more tests scores are available. Although only a portion of the students have 2 or more test scores available, it is still a valid measure and is comparable to what is observed in all of the other areas of student performance / achievement measurement.

For the WJ III tests (2013-2015), eight areas of the test were measured; Total Achievement (S1), Broad Reading (S2), Broad Math (S3), Broad Written Language (S4), Academic Skills (S5), Academic Fluency (S6), Academic Applications (S7) and Academic Knowledge (S8). For the WJ IV tests (2016-present), the same 8 areas were measured, however “Total Achievement” was renamed “Broad Achievement”.

Data for 2013 – 2015 demonstrates that more students showed an increase in Stand Score (SS) performance for sections 1 (Total Achievement), 2 (Broad Reading), 3 (Broad Math), 4 (Broad Written Language), 7 (Academic Applications) and 8 (Academic Knowledge). An equal number of students showed an increase and decrease in SS performance for sections 5 (Academic Skills) and 6 (Academic Fluency). A few students did not show a difference in scores for specific areas over the two tests.

Overall, growth was noted in multiple areas for the majority of students when two test comparisons were made during this timeframe of measurement.



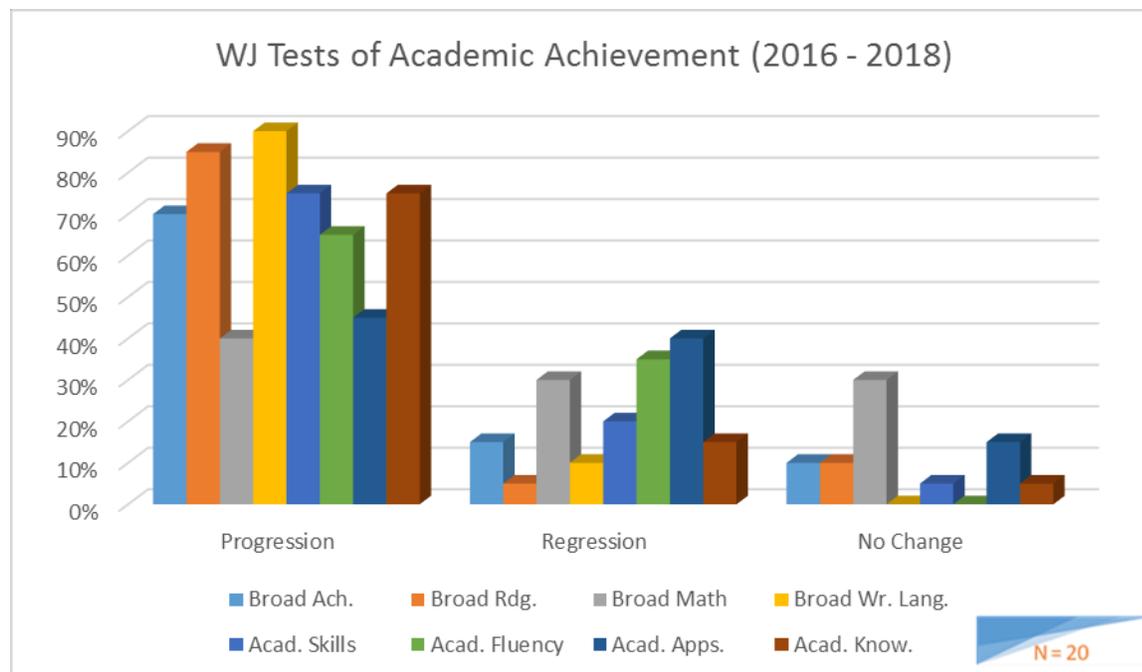
Data for 2016 - 2018 demonstrates that all students showed an increase in Standard Score (SS) performance for all sections; (1) Broad Achievement, (2) Broad Reading, (3) Broad Math, (4) Broad Written Language, (5) Academic Skills, (6) Academic Fluency, (7) Academic Applications, and (8) Academic Knowledge. Only one student showed regression in all test areas. Also noteworthy is that the level of regression was considerably less in all areas when compared to the 2013-2015 data (see charts). This is a definite improvement from the prior years measured.

The greatest areas of improvement was in Written Language. For Broad Written Language, 90% of students demonstrated improvement in this area during the 2016-2018 measurement period as compared to 64% during the 2013-2015 measurement period.

Broad Reading also showed an increase with 85% of students demonstrating improvement in this area during the 2016-2018 measurement period as compared to 64% during the 2013-2015 measurement period.

Broad Math showed a decrease in performance with 40% of students demonstrating improvement in this area during the 2016-2018 measurement period as compared to 55% during the 2013-2015

measurement period. Although, a decrease was noted in 2016-2018, less students (30%) showed regression when compared with the 2013-2015 measurement period which indicated that 36% showed regression.



Growth was noted in all areas for the majority of students when two test comparisons were made. Less regression overall was also noted which is significant as the test norms are based on student grade level comparisons. Progression in the 3 primary areas (Reading, Writing and Math) is what is being observed within the classrooms, on IEP academic goal progress, and is a result of focus placed in these areas over the last few years including the addition of a web based Reading Improvement Program (Lexia) and web based Math Improvement Program (IXL).

Standardized Testing Accountability Reporting (CAASPP, CAPA, CST, CMA)

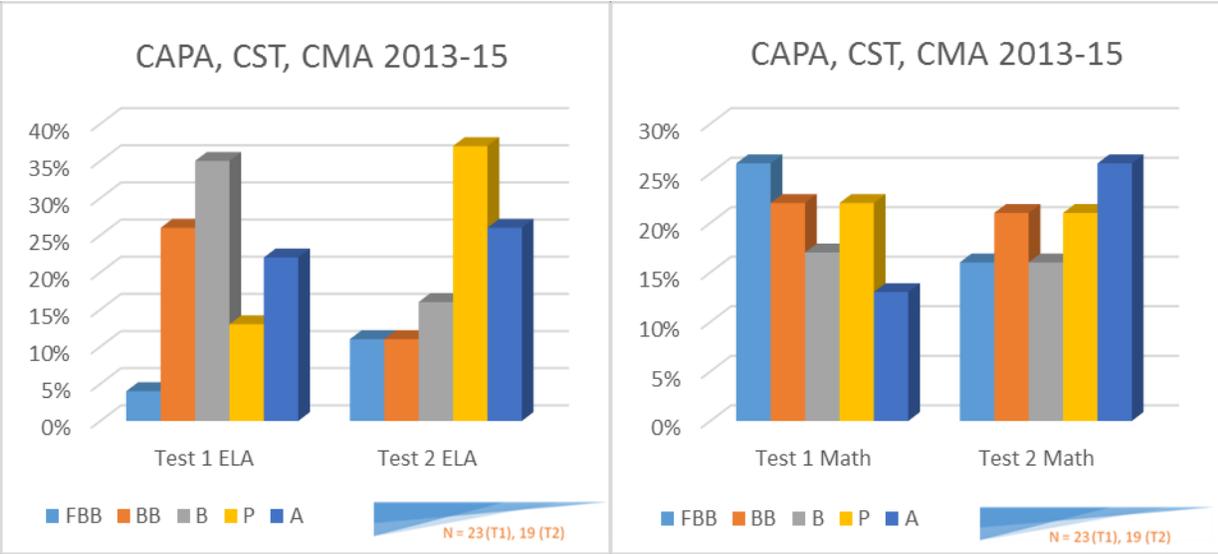
Between 2013-2015 JWS and OGR collected data for the CAPA, CST, or CMA. Test participation level is determined by student IEP based on student need. Over this timeframe, 23 students had 2 tests used for comparison data. For these tests ELA and Math tests were studied. Student performance on the

test was characterized by the following categories; Far Below Basic (FBB), Below Basic (BB), Basic (B), Proficient (P) and Advanced (A). Results of the testing and data analysis indicate the following:

Test 1	English / Language Arts	Mathematics
Far Below Basic	4%	26%
Below Basic	26%	22%
Basic	35%	17%
Proficient	13%	22%
Advanced	22%	13%

Test 2	English / Language Arts	Mathematics
Far Below Basic	11%	16%
Below Basic	11%	21%
Basic	16%	16%
Proficient	37%	21%
Advanced	26%	26%

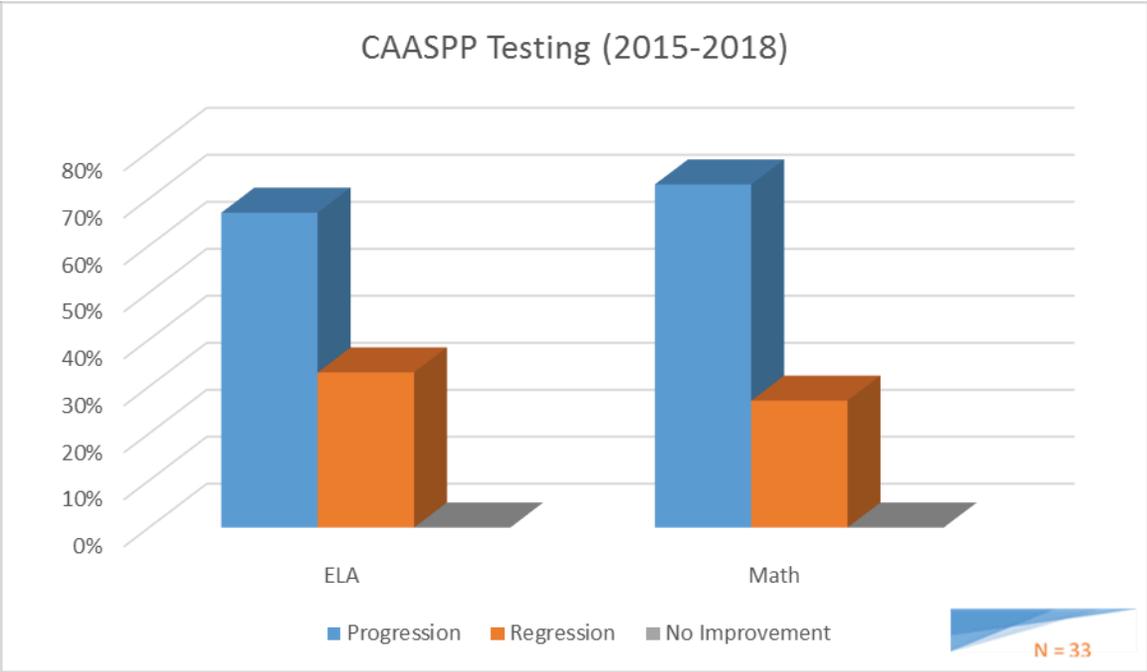
Data indicate that more students performed in the Basic, Proficient or Advanced levels for both tests. For Test 1, 70% of students were Basic or above for ELA and 52% were Basic or above for Mathematics. For Test 2, 79% of students were Basic or above for ELA and 63% were Basic or above for Mathematics. Students also showed improvement across tests with more students performing in the Basic or above levels for both ELA (70%-79%) and Math (52%-63%) on Test 2.



Beginning in the Spring of 2015 through 2018, JWS and OGR collected student testing data for the California Assessment of Student Performance and Progress (CAASPP). Over this timeframe, 33 students had 2 tests used for comparison data during enrollment in the program. For these tests, ELA and Math tests were studied. Student performance on this test is scored. The two test scores were compared and students demonstrated either Progression, Regression, or No Improvement on the two scores.

Results of the testing and data analysis indicate the following:

Most students, 67% for ELA and 73% for Math demonstrated an increase in score when both tests were compared. 33% for ELA and 27% for Math demonstrated a decrease in score when both tests were compared. Scores were not utilized to determine if the standard was met or not met, solely if there was an increase or decrease in scores between the tests. Scores are similar to what was noted on the previous testing measures demonstrating positive progress overall.

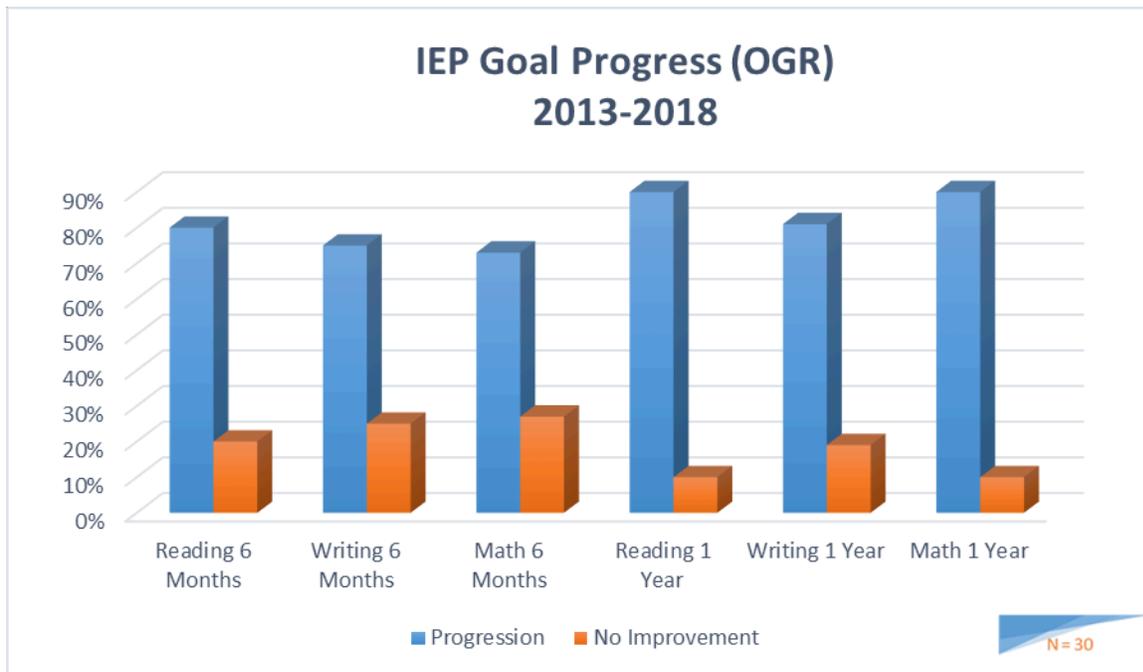


IEP Goal Progress Reading, Writing, Mathematics

In considering alternate student progress indicators as part of our WASC action plan, Oak Grove Center’s Leadership Team determined that measuring student performance in individual IEP goal areas of Reading, Writing and Math would be a good way to determine student academic performance and progress in these areas. As discussed prior, the bulk of our student population is placed via the IEP process; 91% for JWS and 100% for OGR. Taking this into consideration, it was determined that we would be able to study a larger sample of students if we compare IEP goal progress in these areas through review of our detailed Treatment Team Reports. This is a good measure of progress because it incorporates those students who participate in the ungraded classes and those students who may not be able to participate in more formalized assessments. IEP goal progress in the areas of reading, writing and math was reviewed for any qualifying students for both school programs. Measurements were taken 6 months post admission and 1 year post admission (as applicable). Although some of our students do not remain in the program past a year, we have seen some stabilization with the population and were able to secure valid measures for 97 current students (67 JWS and 30 OGR).

Results of the data analysis indicate the following:

Six months post admission: Progression was noted in all three areas (Reading, Writing and Math) at the 73%-80% level for OGR. One year post admission: Progression levels of students increased to 81%-90%.

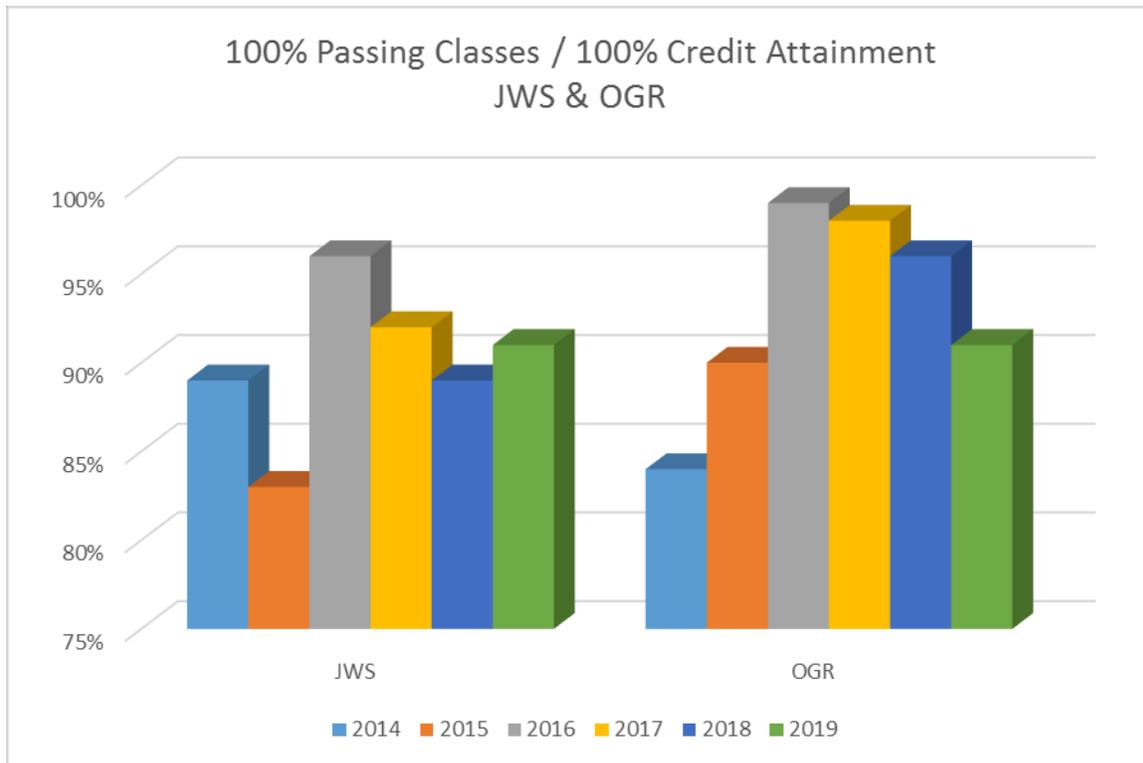


Passing Grades / Credit Attainment (schoolwide learner outcome measurement for Academics)

JWS and OGR also track passing of classes (K-12) and credits attainment (9-12) as a measure of student progress. This data is important in determining educational progress and growth of the student body as a whole. All students enrolled in the program have experienced significant school difficulties that have impeded their ability to be successful in a general education environment. For high school students, this typically means entering the program with credit deficiencies or at risk of credit deficiencies. Both schools focus on helping students learn behaviors and gain necessary academic skills to achieve in a more typical classroom setting. Students are required to attend class, participate in lectures and projects, and complete assigned coursework and tests. Grades are based on positive performance in these areas. Data is monitored over reporting periods that align with progress reports and report cards.

Data over the last 6 years for both schools is as follows:

Passing Courses / Credit Attainment (Yearly Total)	2014	2015	2016	2017	2018	2019
JWS	89%	83%	96%	92%	89%	91%
OGR	84%	90%	99%	98%	96%	91%

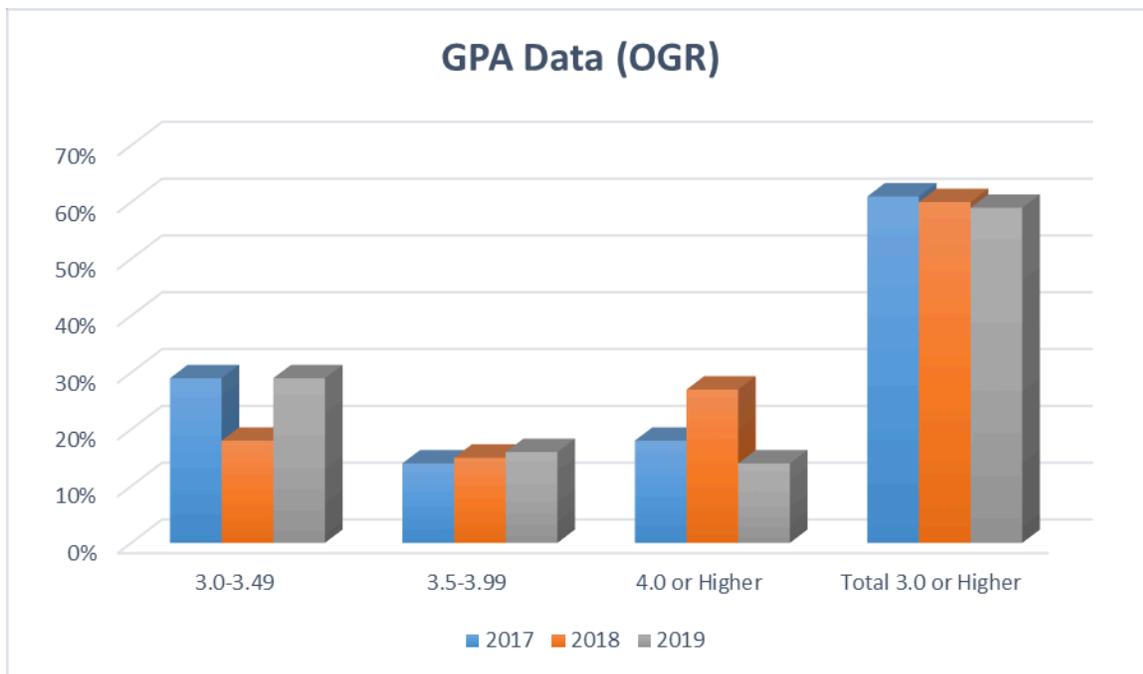


Data indicate positive performance in this area with all reporting periods being 83% or above with the highest reporting period at 99%. This is significant since students are not placed in the program unless they are not achieving academically which is historically measured by lack of passing academic courses enrolled in. Typically students must show failure over an extended period of time and within different settings following district continuum of care guidelines (Gen Ed, RSP, SDC, SEAS, etc.) prior to being recommended for NPS level of care. Our students are demonstrating that they have the capacity to turn failure into success once provided the correct level of academic and therapeutic support.

In 2017 JWS and OGR began collecting data on student grade point averages (GPAs). Data was collected during semester reporting periods (every 18 weeks). Data collected measured which students were earning GPAs in the following ranges; 3.0-3.49, 3.5-3.99, and 4.0 or greater (B or higher grades). The goal of this measurement was to determine at what level students were passing their classes. Questions posed by the Leadership Team included;

- In looking at past data, it is evident that students are passing classes once admitted into the program. At what level is their achievement occurring?
- Are students barely passing by just completing minimal coursework or demonstrating high performance?
- Are there specific courses that they are demonstrating more difficulties in?

The GPA Achievement tracking measure was geared towards answering these questions. Results are as follows:



Both programs demonstrated excellent progress in this area. OGR had 61% (2017) and 60% (2018) and 59% (2019) of students demonstrating GPAs of 3.0 or higher. This is impressive for any school program, but even more so for a population of students who were placed in the program due to school failure.

Phase Level Attainment (schoolwide learner outcome for Honor)

Although academic achievement is a very important component of our program. Oak Grove Center (JWS and OGR) also works with a population of students who struggle with significant social, emotional and behavioral difficulties. Many of our students have demonstrated a myriad of significant behavioral difficulties that have impacted their educational performance. In order to provide our students support in this area, Oak Grove Center has an extensive positive behavior management program in place to provide students with opportunities to learn and practice the skills necessary to express themselves and exhibit behavior in a positive, prosocial manner.

A major component of the facility-wide program geared towards reshaping of behavior is the Point-Phase Level System, CLIMB, which is designed to provide students with ongoing and timely feedback on their progress, or areas that still need work. The system is designed to increase each student's level of responsibility and self-management, provide an increasingly rich menu of privileges and behavioral reinforcers, and maintain a safe and therapeutic milieu. The objectives of the Point-Phase Level System are to help improve self-esteem, provide ongoing feedback regarding progress, provide a direct and tangible connection between behavior and program participation and the privileges or consequences received, assess the student's ability to function independently and accept responsibility for their actions, provide an external locus of control while teaching, shaping, and reinforcing strategies for the student to develop a more internal locus of control, and have hard data to be used in making decisions regarding treatment and transition.

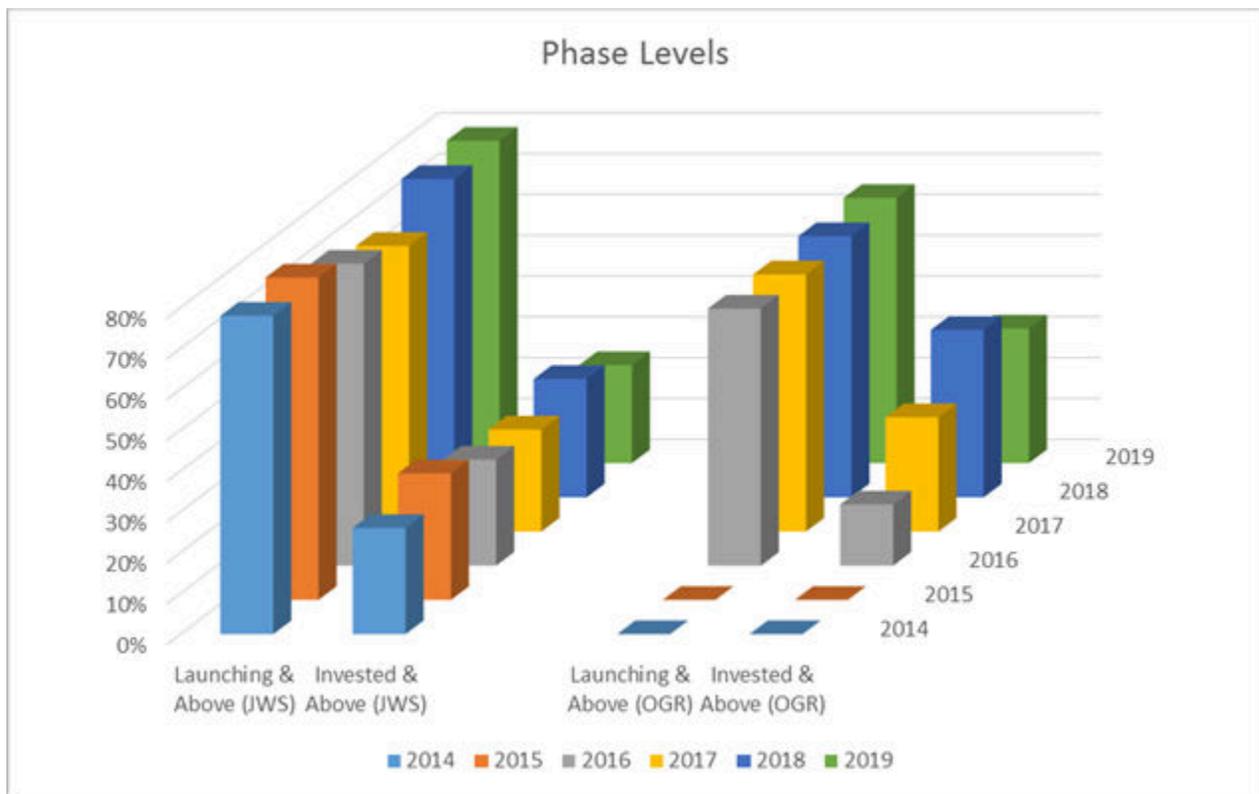
CLIMB System (Capable, Launching, Invested, Magnificent, and Bravo) progress is measured quarterly for both school campuses. The goal of the measurement is to determine the percentage of students per quarter who are demonstrating positive behavioral performance. A quick summary is that students who are performing on the **Capable** level are not meeting expectations. These students are requiring more intensive supervision and support because they are not making safe decisions. **Launching** level students are meeting expectations. **Invested** level students are exceeding expectations, demonstrating positive

decision making, demonstrating leadership skills and are provided opportunities for more privileges. **Magnificent** level students are exceeding expectations over an extended period of time. They have engrained the necessary skill set to make good decisions on a more consistent basis. **Bravo** level students are exceeding expectations over an extended period of time and have demonstrated a level of independence that requires less monitoring and structure. These students are true leaders, able to provide peers with valuable feedback and guidance.

Student quarterly level attainment for both school programs over the last six years (JWS) and four years (OGR) is as follows:

Phase Levels Annual Average	JWS	OGR
(Launching & Above)		
2014	78%	Data Not Available
2015	79%	Data Not Available
2016	74%	63%
2017	70%	63%
2018 * GMA Focus	78%	64%
2019	79%	65%

Phase Levels Annual Average	JWS	OGR
(Invested & Above)		
2014	26%	Data Not Available
2015	31%	Data Not Available
2016	25%	12%
2017	25%	28%
2018	29%	41%
2019	24%	33%

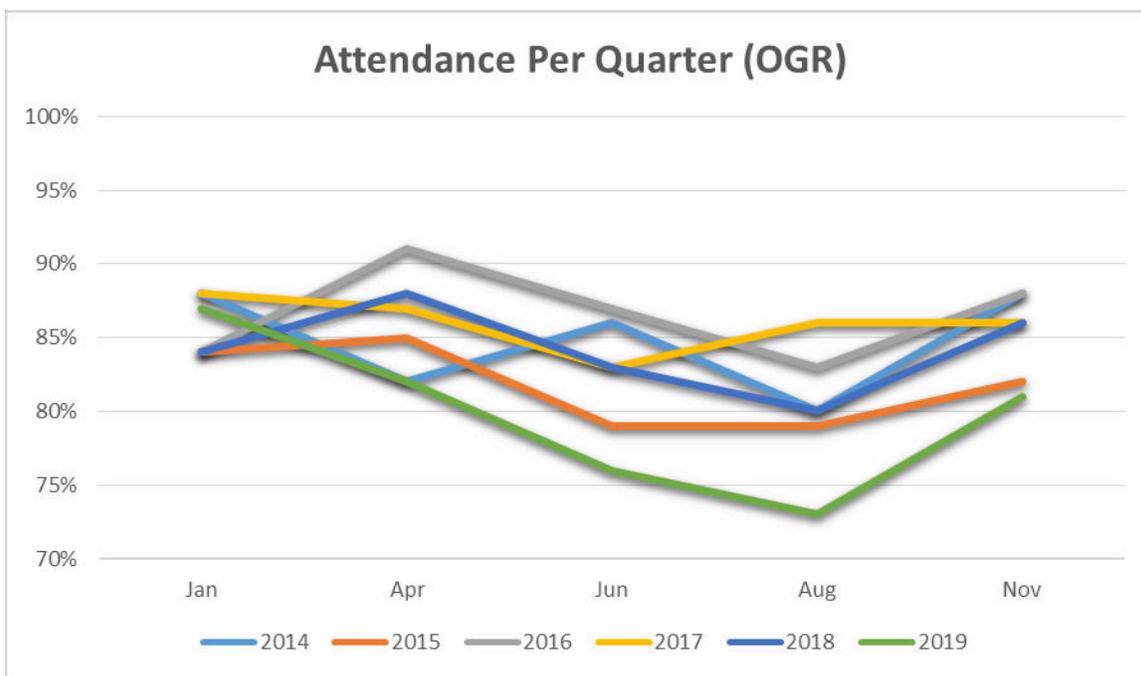


Positive Attendance (schoolwide learner outcome for Excellence)

Students at JWS and OGR are required and encouraged to attend school daily and on time. Attendance is tracked daily for all students and attendance rates / patterns are monitored. If attendance difficulties are noted, specialized incentives are implemented to increase Average Daily Attendance (ADA) rates. Students earn behavior bucks, privileges, attendance awards, attendance incentive money (OGR), and specialized outings when positive attendance is noted. Many students are admitted to the program with severe attendance difficulties, so focus on positive attendance is of utmost importance for our students. This area is monitored closely by the Leadership Team as it is an area that affects the budget due to the fact that we only receive payment for positive attendance. Attendance data (ADA rate) over the past 6 years for OGR is as follows:

Attendance Rates (OGR)	Jan	Apr	Jun	Aug	Nov
2014 (OGR)	88%	82%	86%	80%	88%
2015 (OGR)	84%	85%	79%	79%	82%

2016 (OGR)	84%	91%	87%	83%	88%
2017 (OGR)	88%	87%	83%	86%	86%
2018 (OGR)	84%	88%	83%	80%	86%
2019 (OGR)	87%	82%	76%	73%	81%



JWS tends to have a more consistent attendance rate with 87% or higher attendance during reporting periods. This rate is slightly higher than would typically be expected due to having the residential program students who tend to attend more consistently since they live on campus. Students who attend solely for school require much more consistent involvement for positive attendance rates. OGR and JWS Day Program ADA is consistently monitored and program changes are implemented when a decrease is noted. Students have been receptive to the specialized incentives and activities that are earned during times of increased attendance. Overall, 80% or higher attendance rates are necessary to help ensure the longevity of all programs and to help our students to gain skills necessary to transition back into a less structured setting. Those students who are not receptive to school attempts at increased attendance and who continue to exhibit negative attendance patterns are discussed with district personnel and change of placement is considered if all attempts have been exhausted and no improvement is noted.

Discharge Criteria / Goal Achievement (schoolwide learner outcome measurement for Resilience)

Students exit the program when the IEP team determines that the student has made significant progress and would benefit from a lesser restrictive setting, when the student completes his / her education by earning a high school diploma or certificate of completion, or if the student ages out of a specific program (18 for residential unless granted a waiver and 22 for JWS / OGR). A student may also exit the program if the IEP team determines that the services available are no longer meeting the student's needs. Parents may choose to remove their students from the program as they deem appropriate, although they are strongly encouraged to work within the confines of the IEP team. Students can enter or exit the program at any point as recommended by the IEP team.

When students exit the program, JWS and OGR determine what level of progress has been noted and assign a discharge label as follows:

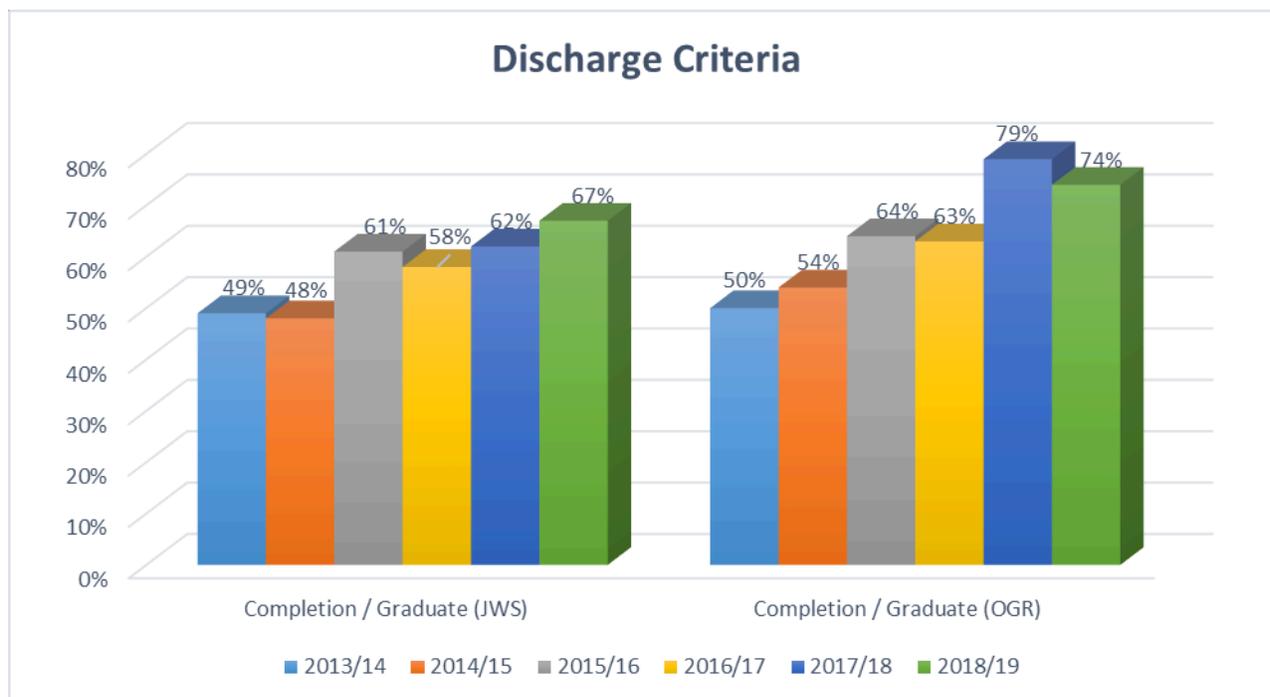
- Completion / Graduate – student has successfully completed the program, demonstrates significant progress on treatment goals / IEP goals, ready for transition to a lower level of care.
- Planned – Other programs / options were recommended due to limited progress on treatment goals / IEP goals or student change of address / district.
- Premature – Student leaves the program against recommendation of the treatment team / IEP team.

During the 2016-17 school year, the Planned and Premature indicators were combined into one indicator (Did Not Complete Program, DNCP) as most discharges are planned and there was not much difference between the two categories.

Discharge data for OGR is as follows:

Discharge Status OGR	Graduate	Completion	Planned	Premature
09/13 - 08/14	27%	23%	50%	0%
09/14 - 08/15	36%	18%	21%	24%
09/15 - 08/16	48%	16%	36%	0%

09/16 – 08/17	38%	25%	38%
09/17 – 08/18	37%	42%	21%
09/18 – 08/19	57%	17%	26%



Overall students continue to demonstrate very good progress in this area for both programs (JWS and OGR). Over the past six years, both programs have shown progress in meeting student needs and having less students transition from the program without having made significant progress.

JWS demonstrated a slightly lower rate in this area when compared to OGR due to the more intensive population of residential students incorporated into the school program, including privately placed students who may only remain for very limited timeframes due to severity of behaviors and / or mental health functioning.

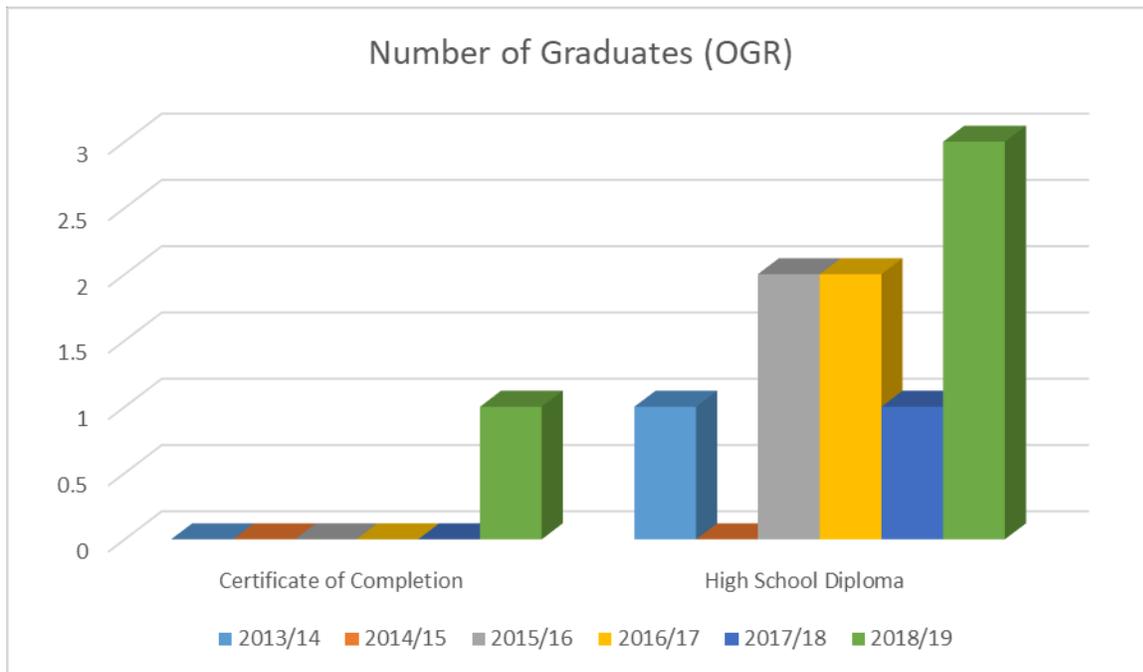
Overall, continued good progress and a positive measure of growth / success for our students.

Another measure related to transition is the number of students who graduate from the program by earning their high school diplomas or certificates of completion (as applicable). Although this data is not

utilized for comparison or in relation to student achievement or progress since the data is dependent on students enrolled for the years measured, it is still important to recognize those students who do graduate with Oak Grove Center (JWS and OGR) as this is an extremely important accomplishment for any student.

Graduation data for the past six years is as follows:

Transition Info (OGR)	High School Diploma	Certificate of Completion
2013/14	1	0
2014/15	0	0
2015/16	2	0
2016/17	2	0
2017/18	1	0
2018/19	3	1



Implications of Data

Overall, both school programs continue to demonstrate excellent progress. Students are achieving academically, social-emotionally, behaviorally and therapeutically. School attendance is also positive and student participation within the school community is commendable. Consistent progress over multiple measures is being noted and continued success for both school programs is extremely likely. The schools continue to work with significantly impacted students who require a lot of positive behavioral interventions and academic supports to demonstrate success. Our student population appears to be more impacted each year as new referrals are admitted who require much more intervention to be successful than in years past. In spite of this significant change, our students continue to overcome school (academic and social) failure as well as other personal, family, and mental health issues to gain this level of success which is impressive. We continue to create a more participatory environment, broadening our menu of available activities and opportunities for students, and working to ensure that our ongoing focus remains on student achievement and program improvement.

Professional Development

Professional development needs of the school and teachers are determined by school administration observation / survey data (school stakeholders including teachers, parents, students, district personnel, etc.) and are based on current needs of the school and staff as well as on-going or new trends in education. Professional development trainings focus on improving the overall structure of the school program to ensure on-going compliance and high standards. Topics may include IEP trainings related to compliance and changes in law, curriculum development / implementation related to state standards, instructional methods, testing and assessment (including trainings mandated by the state), behavior intervention trainings, and classroom quality assurance trainings / reviews.

“All Staff” professional development needs are determined by staff input, evaluation form feedback from prior trainings, staff suggestions, new trends (Livesafe, DBT, Autism Awareness, Why Try, etc.), and implementation trainings related to new programs and/or procedures. All staff professional development trainings infuse Oak Grove Center’s Mission and Values related to our facility wide culture of accountability.

Oak Grove Center also follows district contractual requirements as well as CDE requirements related to mandatory yearly all staff development. Such trainings include; Proactive Interventions, Fire Safety, CPR / First Aid, Federal False Claims Act Training, Child Abuse Reporting, Anti-Harassment Training, Civil Rights Training, Drug Free Workplace Training, and Cultural Diversity.

It is the policy of Oak Grove Center to ensure competency and quality of the Clinical Therapy staff, consisting of professionals providing case management and mental health therapy services. The peer review process is designed to ensure competence of Clinical practitioners through the review of case presentations, relevant training, or experience; current competence and the ability to perform clinical responsibilities. All Clinical staff members are required to participate in the peer review process, presenting to the entire team at a minimum of twice yearly. Professional Development needs of the Clinical staff are determined by the needs of the client population and trends in the literature and research related to Evidenced Based Practices. Oak Grove Center prides itself in ensuring that the Clinical Staff are equipped with the most up to date information, research, and practices designed to meet the ever changing needs of our students. We routinely and regularly provide either all staff in-house training or send Clinical Staff to educational seminars designed to be utilized with our students and enable them to share the information in all-staff in-services. Some of the latest trainings have included DBT, Attachment Theory, Seeking Safety, and Fetal Alcohol Syndrome.

Teachers are granted two (2), pre-authorized, Professional Days as part of their employment contract for the purpose of furthering their education. Should the Teacher attend a conference, or enroll in a testing program to maintain or obtain credentialing during one or both of these Professional Days, Oak Grove Center pays up to two hundred-fifty (\$250) dollars for tuition. Teachers are responsible for all other expenses related to these conferences and/or testing enrollment.

Oak Grove Center also ensures that teachers remain appropriately credentialed to work with the population of students that they serve. During the 12/13 school year, Oak Grove Center paid for any teachers requiring Autism Authorization to gain this certification. All teachers currently have Autism Authorization as part of their credentials.

Oak Grove Center encourages on-going professional development and works closely with the districts we serve to provide access to district wide trainings to ensure on-going professional development and program quality.

Commitment

Oak Grove Center at The Ranch is committed to the students, families and outside organizations that we serve. Our goal is to provide the best, most appropriate education for our unique population of students. We do not take lightly our responsibility to serve our students, families, districts and other agencies in the best way possible and appreciate all of the support that we are provided.



Empowering Success * Transforming Lives