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**Oak Ridge Elementary**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

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**Address:**

5920 Bufkin Dr.  
San Jose, CA , 95123-4308

**Principal:**

Michelle Tsang, Principal

**Phone:**

(408) 578-5900

**Grade Span:**

K-6

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

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About This School

Michelle Tsang, Principal

Principal, Oak Ridge Elementary

About Our School

Contact

Oak Ridge Elementary  
5920 Bufkin Dr.  
San Jose, CA 95123-4308

Phone: (408) 578-5900  
Email: [mtsang@ogsd.net](mailto:mtsang@ogsd.net)

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

[jmanzo@ogsd.net](mailto:jmanzo@ogsd.net)

Website

[www.ogsd.net](http://www.ogsd.net)

School Contact Information (School Year 2021—2022)

School Name

Oak Ridge Elementary

Street

5920 Bufkin Dr.

City, State, Zip

San Jose, CA , 95123-4308

Phone Number

(408) 578-5900

Principal

Michelle Tsang, Principal

Email Address

[mtsang@ogsd.net](mailto:mtsang@ogsd.net)

Website

<https://oakridge.ogsd.net>

County-District-School (CDS)

Code

43696256088306

Last updated: 1/19/22

## School Description and Mission Statement (School Year 2021—2022)

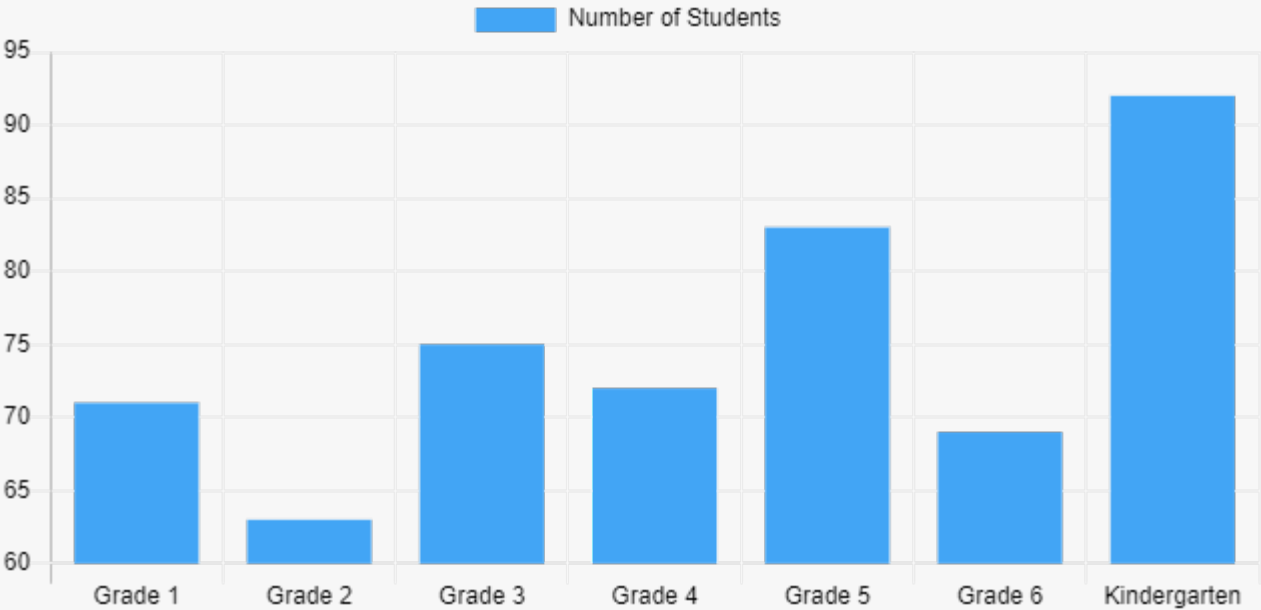
At Oak Ridge School, we believe that every student can achieve at high levels. As our mission states, “Oak Ridge is a safe and respectful community, collaborating to inspire and engage the whole child through a balanced curriculum.” Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district’s Five-year Strategic Plan.

Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community’s hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

*Last updated: 1/19/22*

## Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	71
Grade 2	63
Grade 3	75
Grade 4	72
Grade 5	83
Grade 6	69
Kindergarten	92
Total Enrollment	525



Last updated: 1/19/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	21.70%
Black or African American	2.50%
Filipino	2.90%
Hispanic or Latino	42.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.80%
White	22.10%

Student Group (Other)	Percent of Total Enrollment
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English Learners	14.30%
Foster Youth	0.40%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	19.00%
Students with Disabilities	18.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)
Unknown
Total Teaching Positions

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0%
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0%
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%



History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

Oakridge was found to be in Fair condition due to the number of eletrical issues. Work orders have been generated to address the multiple relamps needed. All other facility categories were found to be in Good conditon.

Last updated: 1/24/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
<b>Interior:</b> Interior Surfaces	Fair	Replace stained ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
<b>Electrical:</b> Electrical	Poor	Work orders generated to replace multiple light outs and ballasts replacements needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	No issues.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No issues.
<b>Structural:</b> Structural Damage, Roofs	Good	No issues.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Fair
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Last updated: 1/24/22

B. Pupil Outcomes

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for 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.

- **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.

**CAASPP Test Results in ELA and Mathematics for All Students**  
**Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019- 2020	School 2020– 2021	District 2019- 2020	District 2020– 2021	State 2019- 2020	State 2020– 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 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 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/19/22*

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven**  
**(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	NT	NT	NT	NT

Female	138	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	56	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	63	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

*Last updated: 1/19/22*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment**

**Grades Three through Eight and Grade Eleven**

**(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	NT	NT	NT	NT
Female	138	NT	NT	NT	NT
Male	150	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	56	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	139	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	63	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Last updated: 1/19/22

Local Assessment Test Results in ELA by Student Group  
Assessment Name(s): iReady Reading Diagnostic  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	288	287	100	0	53
Female	138	138	100	0	54
Male	150	149	99	1	52
American Indian or Alaska Native	--	--	--	--	--
Asian	56	56	100	0	80
Black or African American	9	9	100	0	22
Filipino	12	12	100	0	50
Hispanic or Latino	137	136	99	1	41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	69
White	62	62	100	0	53
English Learners	49	49	100	0	27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	33	97	3	21
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	70	69	99	1	17
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\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/19/22

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	NT	NT	NT	NT
Female	37	NT	NT	NT	NT



Male	43	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	39	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/19/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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Last updated: 1/19/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

CTE Program
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Measure	Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/19/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/19/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2021-2022)**

At Oak Ridge, we gather stakeholder input by utilizing online parent surveys and pivoting all of our parent meetings online. Parents continued to engage online (even more so than ever) in the new virtual space and we found that this practice of having our parents and families engage from their home or workplace provided to be a better method to engage parents who typically in the past did not have access to the in-person meetings. We are proud to see the level of stakeholder engagement at Oak Ridge and plan to continue with the virtual meetings for the duration of the 2021-2022 school year (and possibly beyond). Presentations to stakeholders also included: Oak Ridge School Staff, Oak Ridge School Instructional Leadership Team, School Site Council, Oak Ridge Hispanic Parent Club, Oak Ridge African American Koffee Klatch, and Oak Ridge English Learner Advisory Committee.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

**Chronic Absenteeism by Student Group  
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	540	29	5.4
Female	264	260	10	3.8
Male	282	280	19	6.8

American Indian or Alaska Native	117	117	1	6.8
Asian	3	3	0	0.0
Black or African American	13	13	2	15.4
Filipino	15	15	0	0.0
Hispanic or Latino	232	230	20	8.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	44	42	1	2.4
White	119	118	5	4.2
English Learners	94	93	5	5.4
Foster Youth	4	4	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	147	144	23	16.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	113	16	14.2

Last updated:

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  
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021

Suspensions	1.95%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: 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.

**Suspensions and Expulsions for School Year 2019—2020 Only**  
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.51%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 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 2019–2020 school year compared to other school years.

*Last updated: 1/19/22*

**Suspensions and Expulsions by Student Group**  
**(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0

Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

**School Safety Plan (School Year 2021-2022)**

Oak Ridge strives to provide a safe and healthy environment for our students and staff. Oak Ridge School is one of 19 schools in the Oak Grove School District in South San Jose. With the collaborative efforts to maintain Safe Schools through district support (i.e. Safe Schools Specialists, Community Liaisons, The Academy, Health Clerks, Health Liaisons, bond facility renovation funds, District Safety Committee, Board policies, and collaboration with the San Jose Police Department for Lockdown Drills), and site supports (i.e. Home and School Club, School Site Council, staff, students and Student Council and the community, Safety Checks, Wellness Policy and committee, Bond and Parcel Tax Funding), an emphasis has been in place within the district and throughout the community to ensure that safety is our number one priority. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensures success for all students.

Cleaning Process

Oak Ridge provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students

and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Due to COVID-19, there is a deep cleaning protocol for classrooms that have known positive exposure in addition to daily wiping of high touch surfaces.

Maintenance & Repair

A scheduled maintenance program is administered by Oak Ridge’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority;repair requests are completed efficiently and in the order in which they are received.

Additionally, due to COVID-19 pandemic: Hand sanitizing stations will be located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

*Last updated: 1/19/22*

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		4	
1	24.00		2	
2	20.00	1	3	
3	23.00		3	
4	21.00	1	2	
5	31.00		3	

6	21.00	2	3
Other**			0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	19.00	2	2	
1	25.00		2	
2	25.00		2	
3	23.00		2	
4	31.00		2	
5	30.00		1	
6	32.00		2	
Other**	19.00	4	5	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	2	2	
1	24.00		2	
2	23.00		2	



3	26.00		2
4	33.00		
5	33.00		
6	31.00		2
Other**	18.00	4	3

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

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00

Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12634.00	\$4634.00	\$8000.00	\$88541.00
District	N/A	N/A	\$8460.00	\$85750.00
Percent Difference – School Site and District	N/A	N/A	-3.76%	2.12%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-3.63%	2.04%

Last updated: 1/20/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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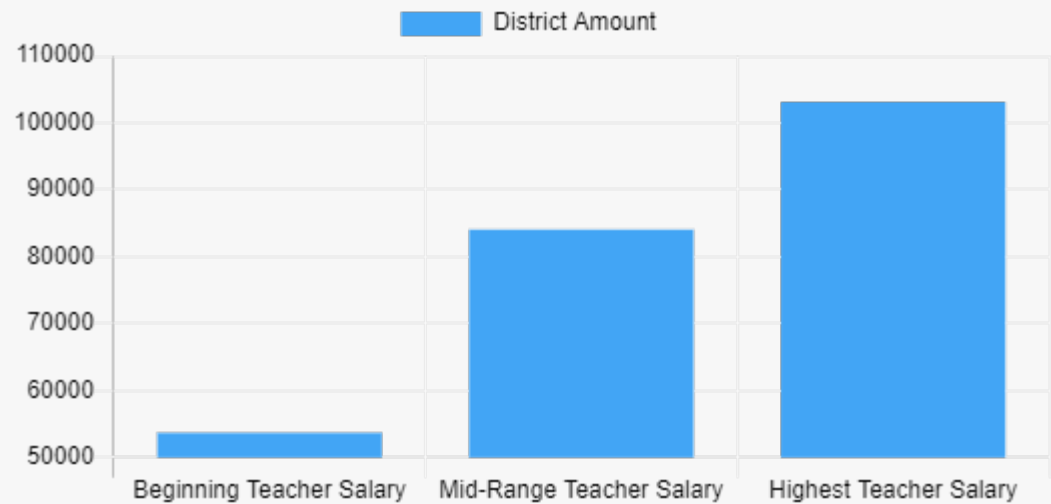
Types of programs services funded through Oak Ridge's SPSA plan during the 2021-2022 include: Planning days so teachers and grade levels can collaborate and backwards map their curriculum, Online programs to support student learning and assessment (RAZ Kids, Reading A-Z, etc.), student supplies and materials, printshop funding so teachers can duplicate materials for classroom use, additional supplemental materials for our special day classrooms (Moving with Math and iReady workbooks) and last but not least, upgraded technology for our teachers to assist them with including more technology in the classroom (i.e. document cameras, projectors and printers).

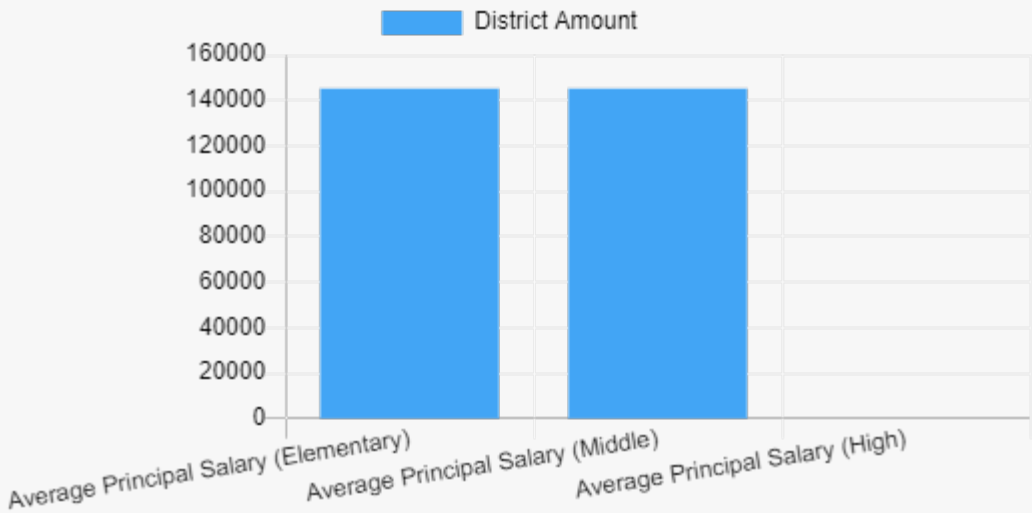
Last updated: 1/19/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52060.00
Mid-Range Teacher Salary	\$84060.00	\$84043.00
Highest Teacher Salary	\$103129.00	\$107043.00
Average Principal Salary (Elementary)	\$141017.00	\$133582.00
Average Principal Salary (Middle)	\$145187.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$298043.00	\$240628.00
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/19/22

\* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--

Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.  
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group**  
**for students taking and completing a state-administered assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--

Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

Last updated: 1/28/22

**LEA-Level Local Assessment Test Results in ELA by Student Group**  
**Assessment Name/s: iReady Diagnostic Reading Assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

					Percent
--	--	--	--	--	---------

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	At or Above Grade Level
LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40
Two or More Races	293	284	97	3	70
White	910	876	96	4	68
English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

\*At or above the grade-level standard in the context of the local assessment administered.  
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.



Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

**LEA-Level Assessment Test Results in Mathematics by Student Group**  
**Assessment Name/s: iReady Diagnostic Math Assessment**  
**Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41
Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36
Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21
Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education Services	46	42	91	9	13
Students with Disabilities	814	721	89	11	13

\*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

*Last updated: 1/27/22*

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