

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Oak Ridge is a safe and respectful community
collaborating to inspire and engage the whole
child through a balanced curriculum.



Oak Ridge Elementary

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

Principal: Sheetal Singh, Principal

Phone: (408) 578-5900

Email: ssingh@ogsd.net

Web Site:

CDS Code: 43696256088306

Oak Grove Elementary

Superintendent: José Manzo

Phone: (408) 227-8300

Email: jmanzo@ogsd.net

Web Site: www.ogsd.net



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Oak Grove Elementary
 Phone Number: (408) 227-8300
 Superintendent: José Manzo
 E-mail Address: jmanzo@ogsd.net
 Web Site: www.ogsd.net

School Contact Information Most Recent Year

School Name: Oak Ridge Elementary
 Street: 5920 Bufkin Dr.
 City, State, Zip: San Jose, CA 95123-4308
 Phone Number: (408) 578-5900
 Principal: Sheetal Singh, Principal
 E-mail Address: ssingh@ogsd.net
 Web Site:
 County-District-School
 (CDS) Code: 43696256088306

School Description and Mission Statement (School Year 2016–17)

Oak Ridge is one of nineteen schools in the Oak Grove School District, serving 493 Transitional Kindergarten through sixth grade students. The school is rich with diversity: eighteen languages are spoken by students, and four special day classes meet the needs of approximately 36 special education students with disabilities ranging from special learning disabilities to autism to emotional disturbances. Oak Ridge School community is committed to working together to provide a safe, positive, equitable and supportive learning environment, where students receive a balanced education that addresses the whole child. We value the diversity of our students, and believe that all children are to be valued for their unique gifts.

Oak Ridge mission:

"Oak Ridge is a safe and respectful community, collaborating to inspire and engage the whole child through a balanced curriculum."

Emphasis is placed on closing the achievement gap between African American, Special Education and Hispanic students and their Asian and White peers. All students are held to high expectations of academic and behavioral performance. Closely connected to the emphasis on meeting Common Core State Standards is the school's commitment to Visual and Performing Arts and the physical development of students.

We believe that all children can learn. We believe in offering all children the opportunity to reach their potential through a rigorous curriculum. With a focus on balanced literacy and strong mathematics, we are committed to best practices and strategies that address individual needs, continuous improvement, and provide guidance to help students become self-directed, life-long learners, critical thinkers and responsible citizens.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	87
Grade 1	66
Grade 2	77
Grade 3	67
Grade 4	75
Grade 5	80
Grade 6	60
Total Enrollment	512

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.9%
American Indian or Alaska Native	0%
Asian	17.4%
Filipino	1.4%
Hispanic or Latino	38.7%
Native Hawaiian/Pacific Islander	0.4%
White	32%
Two or More Races	7.2%
Socioeconomically Disadvantaged	30.5%
English Learners	19.1%
Students with Disabilities	16.6%
Foster Youth	0.8%

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 Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	24	22	21	466
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	99.86%	.14%
High-Poverty Schools in District	100.00%	.00%
Low-Poverty Schools in District	99.76%	.24%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: September 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Adopted in 2014/excellent quality/one per student	Engage New York	0%
Mathematics	Adopted in 2014/excellent quality/one per student	Engage New York at TK-6 College Preparatory Math at 7-8	0%
Science	Adopted in 2001/excellent quality/one per student	Harcourt School Publishers, Harcourt Science. Prentice Hall Publishers, Science Explorer.	0%
History-Social Science	Adopted in 1999/excellent quality/one per student	Mc Graw Hill, Adventures in Time and Place.	0%
Foreign Language			0%
Health		Harcourt Brace Jovanovich, HBJ Health	0%
Visual and Performing Arts		Silver Burdett & Ginn, World of Music	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

As per the Williams' settlement, all Oak Grove schools are maintained in a manner that assures a clean, safe, and functional site as determined by periodic evaluation.

Measure P: On November 4, 2014 the voters in Oak Grove School District approved the issuance of Measure P. Measure P authorized the issuance of \$89.8 million in bonds to benefit the Oak Grove School District. The funds are meant to be used to renovate, repair, acquire, construct and modernize classrooms and facilities, and increase student access to computers and technology.

During the summer of 2016, this site will have 4 million dollars of HVAC and Roofing renovations completed.

After the successful completion of the Measure Q Bond program, the Oak Grove community approved Measure S in November 2008 that authorized an additional \$125 million General Obligation Bond to continue needed school modernization projects, construct two new intermediate school gymnasiums, and consider solar technology systems throughout the district. Combined with local Routine Repair funds and State Deferred Maintenance funds, future facility improvements will insure that critical services continue to be provided for our students for years to come.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	46%	53%	47%	50%	44%	48%
Mathematics (grades 3-8 and 11)	37%	50%	38%	42%	34%	36%

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

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.00%	50.79%
Male	34	34	100.00%	47.06%
Female	30	30	100.00%	55.17%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	11	11	100.00%	81.82%
Filipino				
Hispanic or Latino	22	22	100.00%	27.27%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	47.37%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00%	42.86%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00%	16.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	45.95%
Male	49	48	97.96%	39.58%
Female	26	26	100.00%	57.69%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	14	14	100.00%	78.57%
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67%	24.14%
Native Hawaiian or Pacific Islander				
White	21	21	100.00%	52.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00%	7.14%
English Learners	16	16	100.00%	18.75%
Students with Disabilities	17	16	94.12%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	74	96.10%	46.58%
Male	37	35	94.59%	41.18%
Female	40	39	97.50%	51.28%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	34	31	91.18%	29.03%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00%	54.17%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31%	30.43%
English Learners	--	--	--	--
Students with Disabilities	18	16	88.89%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.00%	70.49%
Male	36	36	100.00%	74.29%
Female	27	27	100.00%	65.38%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00%	52.94%
Native Hawaiian or Pacific Islander				
White	27	27	100.00%	81.48%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00%	47.37%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	64	100.00%	61.90%
Male	34	34	100.00%	61.76%
Female	30	30	100.00%	62.07%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	11	11	100.00%	100.00%
Filipino				
Hispanic or Latino	22	22	100.00%	36.36%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	68.42%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00%	42.86%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00%	25.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	74	98.67%	47.30%
Male	49	48	97.96%	47.92%
Female	26	26	100.00%	46.15%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	14	14	100.00%	78.57%
Filipino	--	--	--	--
Hispanic or Latino	30	29	96.67%	20.69%
Native Hawaiian or Pacific Islander				
White	21	21	100.00%	61.90%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00%	10.71%
English Learners	16	16	100.00%	18.75%
Students with Disabilities	17	16	94.12%	6.25%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	74	96.10%	37.84%
Male	37	35	94.59%	42.86%
Female	40	39	97.50%	33.33%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	34	31	91.18%	22.58%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00%	52.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31%	20.83%
English Learners	--	--	--	--
Students with Disabilities	18	16	88.89%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	63	100.00%	53.97%
Male	36	36	100.00%	61.11%
Female	27	27	100.00%	44.44%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00%	47.37%
Native Hawaiian or Pacific Islander				
White	27	27	100.00%	59.26%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00%	31.58%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60%	51%	46%	60%	56%	55%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	77	74	96.10%	45.95%
Male	37	35	94.59%	48.57%
Female	40	39	97.50%	43.59%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	34	31	91.18%	32.26%
Native Hawaiian or Pacific Islander	–	–	–	–
White	25	25	100.00%	52.00%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	26	24	92.31%	37.50%
English Learners	–	–	–	–
Students with Disabilities	18	16	88.89%	18.75%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 2015-16)

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	20.30%	31.60%	24.10%

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

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 2016–17)

Parents are partners in the education of Oak Ridge students. Parents volunteer to help in classrooms, tutor students reading below grade level, act as mentors, duplicate materials for teachers, decorate bulletin boards, run the Art Vista program, chaperone field trips and sponsor fundraisers to benefit student programs and activities. All parents are members of the Home and School Club, which meets every other month. The English Language Advisory Committee and Hispanic Parent group meet periodically throughout the school year. Parents also serve on the School Site Council and on district committees such as the District Advisory Committee, District English Language Advisory Committee, and the Hispanic Advisory Board for Learning and Assessment.

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.49	5.14	4.86	4.05	1.75	2.64	4.36	3.80	3.65
Expulsions	0.00	0.00		0.05	0.00	0.01	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Providing a Safe School has always been a high priority for Oak Ridge School. With the collaborative efforts to maintain Safe Schools in the district (i.e. Safe Schools Specialists, Community Liaisons, The Academy, Health Clerks, Health Liaisons, bond facility renovation funds, District Safety Committee, Board policies, collaboration with the San Jose Police Department for Lockdown Drills), site (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 concern. 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.

Prevention education at Oak Ridge School includes supplemental programs and policies including and not limited to: Positive Behavior Intervention Support (PBIS), conflict resolution, Cyberbullying and Cyber safety presentations, conflict/peer mediation, positive discipline, parking lot safety, bully, harassment, graffiti, tobacco prevention education, and the Wellness Policy including physical education and nutrition education. A comprehensive health education program at Oak Ridge School combines all aspects of health education, which is embedded across curriculum areas and enhanced by our district Wellness Policy. Specific programs and presentations varies from year to year.

Attendance is closely monitored and students with unexcused absences of 10% or more receive law/school district/partnership intervention. Truancy abatement is a common goal of the school/district and other agency collaborative partnerships. Currently, Oak Ridge School has instituted attendance incentive procedures and programs, which target attendance and tardies.

This Safe School Action Plan was developed through the work of the school Leadership Team and the School Site Council based on the feedback from students, staff, and community as well as the Oak Grove District Five-Year Plan. The School Site Council of Oak Ridge School approved the Safe School Action Plan on December 6, 2016.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2		27		4		25		2	
1	30		2		27		1		25		2	
2	18	2	2		27		3		26		2	
3	30		2		19	1	2		23		1	
4	25	1	1	1	24	1	2		31		2	
5	34			3	32		2		28		2	
6	20	2	2		23	2	3		31		1	
Other					12	1				4	3	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	1.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non - teaching)	1.0	N/A
Other		N/A

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

* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$73229
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$5677	\$75137
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Programs funded by categorical or “extra student” funds include:

1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Community Liaison and Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47730	\$44573
Mid-Range Teacher Salary	\$74704	\$72868
Highest Teacher Salary	\$91651	\$92972
Average Principal Salary (Elementary)	\$124357	\$116229
Average Principal Salary (Middle)	\$126593	\$119596
Average Principal Salary (High)		\$121883
Superintendent Salary	\$231099	\$201784
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Oak Ridge School provides extensive training for teachers in the implementation of the Common Core State Standards, development of effective assessment and teaching strategies, and understanding the Closing the Achievement Gap Plan through the Cycle of Inquiry/Continuous Equity Improvement work. There are numerous opportunities for participation in District in-services, out-of-district conferences, workshops, and committees. Other current staff development topics include Readers'/Writers' Workshop, Guided Reading, Shared Reading, other Balanced Literacy components, English Language Development (ELD), Cognitively Guided Instruction (CGI) and the collaboration on reading, writing, math, social studies, science and physical education instruction in all grade levels. We have a Leadership Team that leads site staff development around analyzing student work, developing effective strategies for the classroom, and using grade-level time to improve instruction. District-wide, staff attend three AB1579 days per school year, where staff development is provided the whole day when students are not in school. In addition, there are approximately twelve days per school year of after school staff development. This year, Oak Ridge has partnered with the COTSEN Art of Teaching as an alumni school has received a \$4,000 grant to provide extensive professional development for teachers in the area of reading and writing instruction, specifically focused around the implementation of Readers and Writers Workshop.