

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



Del Roble Elementary

Address: 5345 Avenida Almendros San Jose, CA 95123-1405
Principal: Yolanda Ross, Principal
Phone: (408) 225-5675
Email: ygross@ogsd.net
Web Site: <https://delroble.ogsd.net>
CDS Code: 43696256072151

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/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 <http://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).

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: Del Roble Elementary
 Street: 5345 Avenida Almendros
 City, State, Zip: San Jose, CA 95123-1405
 Phone Number: (408) 225-5675
 Principal: Yolanda Ross, Principal
 E-mail Address: yross@ogsd.net
 Web Site: <https://delroble.ogsd.net>
 County-District-School
 (CDS) Code: 43696256072151

School Description and Mission Statement (School Year 2017-18)

It is said that, in dreams, an oak tree symbolizes longevity, stability, strength, tolerance, wisdom, and prosperity. "Del Roble" is Spanish for "of the oak." It also names our school and represents all of the characteristics of the students, staff, and community in which it resides. It is a stabilizing force for the community acting as a center for parent education, community events, youth sporting events, and an evacuation site in times of need. The tree trunk is created by the staff who work inside the walls of the school, with support from the Oak Grove School District central office and a community of parents, neighbors, and businesses that give it strength. Wisdom emanating from the intentional and unwavering commitment to equity in access and outcomes for all students is found in the Del Roble branches. The result—academic excellence—is achieved through acceleration in place of remediation and differentiation rather than homogeneity as we teach the Common Core Standards. The core values of Quality Performance, Student Learning, Respect, Positive Interdependence, Inclusivity, and Integrity are practiced by staff and student alike and act as the leaves that blanket the children as they enter the school.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	71
Grade 1	56
Grade 2	47
Grade 3	64
Grade 4	52
Grade 5	58
Grade 6	63
Total Enrollment	416

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.8%
American Indian or Alaska Native	0%
Asian	13%
Filipino	4.6%
Hispanic or Latino	63.7%
Native Hawaiian/Pacific Islander	0.5%
White	10.3%
Two or More Races	3.1%
Socioeconomically Disadvantaged	57.9%
English Learners	36.1%
Students with Disabilities	6.5%
Foster Youth	1%

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 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	16	15	15	464
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017

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 2015, 2016 and 2017, ten school sites (Anderson, Bernal, Davis, Del Roble, Edenvale, Oakridge, Parkview, Herman, Hayes and Sakamoto), had over approximately 38 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] 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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	40%	34%	50%	50%	48%	48%
Mathematics (grades 3-8 and 11)	32%	24%	42%	42%	36%	37%

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 Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	247	98.02%	34.41%
Male	121	119	98.35%	26.89%
Female	131	128	97.71%	41.41%
Black or African American	14	14	100.00%	21.43%
American Indian or Alaska Native				
Asian	30	28	93.33%	60.71%
Filipino	--	--	--	--
Hispanic or Latino	174	172	98.85%	27.91%
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00%	55.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	155	97.48%	28.39%
English Learners	111	109	98.20%	31.19%
Students with Disabilities	30	29	96.67%	6.90%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	247	98.02%	24.29%
Male	121	119	98.35%	22.69%
Female	131	128	97.71%	25.78%
Black or African American	14	14	100.00%	28.57%
American Indian or Alaska Native				
Asian	30	29	96.67%	65.52%
Filipino	--	--	--	--
Hispanic or Latino	174	173	99.43%	15.61%
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.00%	31.58%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	159	156	98.11%	20.51%
English Learners	111	111	100.00%	20.72%
Students with Disabilities	30	28	93.33%	7.14%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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.

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 Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	22%	19%	56%	55%	56%	54%

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 2016-17)

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	24.60%	10.50%	1.80%

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 2017-18)

Research findings tell us that students do better academically when parents take an active role in their children's learning. Students are more successful in school when schools have strong links with, and respond to, the needs of the communities they serve. Strategies to increase parent involvement include access to translated materials sent home in one or more languages, Parent Education events/workshops, Science Fair, College Day, Career Day, and other community events. Committee/parent meeting opportunities such as School Site Council, Home and School Club, GATE parent meetings, District Advisory Council, African/African American and Latino parent meetings give all parents access to the school and district. Through our YMCA after school program, parents participate in activities that encourage healthy living. All parents are encouraged to participate actively in their child's learning. Del Roble School also collaborates with Foothill College by holding non-credit Family Engagement Institute courses. These courses have covered healthy cooking, understanding how children learn, mathematics and science through STEM activities.

Home and School Club:

Home and School Club is an active volunteer organization for parents to support the programs at Del Roble School. Their financial assistance from fundraisers supports field trips, assemblies, library books, classroom reading material, technology, and student awards. They actively support the Book Fair, Walk-A-Thon, Gift-wrap Sales, Fall Festival, Red Ribbon Week, Cultural Events, Spring Carnival, Multi-Cultural events, and other community events. Home and School Club also acts as a forum for parent communications and safety issues.

School Site Council:

Parents serve on this council along with teachers and other staff to guide the distribution of SPSA funds in alignment with the School Plan. They study curriculum and student needs to determine how best to use categorical funds.

Parent Committees:

Parents are encouraged to attend various District and site committees such as GATE Parent Committee and the District Advisory Committee, and to provide liaison information to parents of Del Roble students. At African-American and Latino meetings, parents participate in regular forums for student success by receiving information and giving input.

Volunteer Program:

Along with Home and School Club and School Site Council, parents are invited to volunteer time in the classrooms tutoring students or assisting teachers. They also volunteer time for campus projects, sponsoring clubs, chaperoning field trips, family learning nights, science fair, and classroom presentations.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.50	0.17	0.57	1.75	2.64	3.18	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.09	0.09	0.09

School Safety Plan – Most Recent Year

Providing a safe school is a high priority for Del Roble School. 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 supports success for all students.

Prevention education at Del Roble includes supplemental programs and policies including Positive Behavior Intervention Systems(PBIS), conflict resolution, Safe Place, positive discipline, and the Wellness Policy including physical education and nutritional education. Prevention Early Intervention (PEI) counseling services are located on the Del Roble campus to support students and families.

In order to reduce the number of incidents of bullying and harassment among students and to ensure that students feel neither intimidated nor threatened by bullying or harassment. Del Roble has an ongoing program that specifically addresses issues of race, ethnicity, gender, and perceptions which commonly surface in bullying/harassment incidences. We also have ongoing classroom instruction and use social settings inside and outside the classroom to focus on the life skills of empathy, anger management, and problem solving.

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 Del Roble has instituted an Attendance Incentive Program, which is targeting attendance and tardies.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, Run-Hide-Defend safety drill, communicable disease action plan, and emergency evacuation maps.

We balance the school discipline plan with positive incentives, as well as appropriate alternative consequence plans. School-wide expectations are posted in each classroom. Positive incentives are offered for positive behavior/attitude, good attendance, and positive wellness practices. Options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, and alternative placements.

We strive to improve the system of publications to students, staff, and community which will include or focus on student awards/recognition, rewards, school activities, achievements, acknowledgments, and announcements.

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 2017-18)

Indicator	School	District
Program Improvement Status	No	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement*	N/A	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	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		27		3		25		3	
1	28		2		22		2		26		2	
2	28		2		26		3		23		1	
3	25		3		26		2		27		2	
4	34			2	31		2		28		2	
5	32		1	1	30		2		28		2	
6	33		1	1	32		2		31		2	
Other									27		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.44	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)	0	N/A
Other	0	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 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$77001
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$6574	\$78363
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 2016-17)

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 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49878	\$48678
Mid-Range Teacher Salary	\$78066	\$78254
Highest Teacher Salary	\$95775	\$96372
Average Principal Salary (Elementary)	\$131620	\$122364
Average Principal Salary (Middle)	\$136089	\$125958
Average Principal Salary (High)	\$0	\$126758
Superintendent Salary	\$251146	\$212818
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	5%	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.

Del Roble school provides extensive training for teachers in the implementation of standards and the development of effective assessments. There are numerous opportunities for participation in district in-services, out-of-district conferences, workshops, and committees. Currently, primary teachers are being highly trained in SEAL training provided by the Sobrato Foundation and upper grade teachers are learning about Project Based Learning. Another area of focus is the implementation of the California Common Core Standards and specific instruction for English learners. We are also continuing Positive Behavior Intervention System (PBIS) professional development. We have a leadership team/ continuous equity improvement team that lead site staff development around analyzing student work, developing effective strategies in the classroom, and using grade level time to improve instruction. Our PBIS Team presents data on behavior to the staff monthly and analysis of our behavior data informs our decision making, continually improving the safety and climate. The staff has three days of professional development in August, January, and May. We also adjust Tuesdays for professional development, grade level planning, and individual teacher planning.