

[VIEW TRANSLATION DISCLAIMER](#)

Select Language

Powered by  Translate

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

[About](#)[Conditions](#)[Outcomes](#)[Engagement](#)[Other](#)**Address:**

5345 Avenida Almondros  
San Jose, CA , 95123-1405

**Principal:**

Patricia Mondragón, Principal

**Phone:**

(408) 225-5675

**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.

---

## About This School

### Patricia Mondragón, Principal

Principal, Del Roble Elementary

---

### About Our School

---

As an educator, it is my core belief that all students can achieve success. My promise to you is to ensure that your children attend a school where they learn 21st-century skills needed to reach academic excellence and be productive and joyful global citizens. As I continue to familiarize myself with our Del Roble community and all that it has to offer, I will be focused on student safety, a positive school climate with an emphasis on cultural diversity, and providing innovative and rigorous instruction. We must empower them to be creative, critical thinkers, communicators, collaborators, and possess decision-making skills in order for them to reach their dreams.

Working together, we will be able to set goals, teach the importance of being lifelong learners,

celebrate accomplishments, and encourage our Wildcats to persevere. I believe that it is everyone's responsibility to work together and support strong relationships of respect and trust for individuality and diversity. A community that believes in family, is the cornerstone of the student's educational growth.

Como educadora, creo que todos los estudiantes pueden lograr el éxito. Mi promesa es garantizar que nuestros estudiantes asistan a una escuela donde aprendan las habilidades del siglo XXI necesarias para alcanzar la excelencia académica y ser ciudadanos globales productivos y alegres. A medida que continúe familiarizándome con nuestra comunidad de Del Roble y todo lo que tiene para ofrecer, me enfocaré en la seguridad de los estudiantes, el clima escolar positivo con énfasis en la diversidad cultural y brindaré una instrucción innovadora y rigurosa. Debemos capacitar a nuestros estudiantes para ser creativos, pensadores críticos, comunicadores, colaboradores y poseer habilidades en tomar decisiones para que puedan alcanzar sus sueños.

Trabajando juntos, podremos establecer metas, enseñar la importancia de ser aprendices de por vida, celebrar los logros y alentar a nuestros gatos monteses a perseverar. Creo que es responsabilidad de todos trabajar juntos y apoyar relaciones sólidas de respeto y confianza por la individualidad y la diversidad. Una comunidad que cree en la familia es la piedra angular del crecimiento educativo de los estudiantes.

*Patricia Mondragón*

Principal

Two-Way Bilingual Immersion

¡Sí se puede! - Dolores Huerta

### Contact

---

Del Roble Elementary  
5345 Avenida Almendros  
San Jose, CA 95123-1405

Phone: [\(408\) 225-5675](tel:4082255675)

Email: [pmondragon@ogsd.net](mailto:pmondragon@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**

Del Roble Elementary

**Street**

5345 Avenida Almendros

**City, State, Zip**

San Jose, CA , 95123-1405

**Phone Number**

(408) 225-5675

**Principal**

Patricia Mondragón, Principal

**Email Address**

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

**Website**

<https://delroble.ogsd.net>

**County-District-School (CDS)**

**Code**

43696256072151

*Last updated: 1/26/22*

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

The mission of Del Roble School is for every student's potential to be achieved!

The vision of Del Roble School is to provide a caring, engaging, and stimulating 21st-century environment where children will recognize and reach their fullest potential.

Del Roble is nestled next to a very robust and diverse area in San Jose. We pride ourselves on providing support and culturally diverse experiences to our community. Our staff has been working diligently to improve instructional practices with a focus on student learning. Del Roble is a school where students learn 21st-century skills needed to reach academic excellence and be productive and joyful global citizens. Teachers collaborate weekly to share best practices, review curriculum and reflect on student performance through the Professional Learning Community process (PLC). Teachers and staff focus on student safety, positive school climate emphasizing cultural diversity, and providing innovative and rigorous instruction. Students are empowered to be creative, critical thinkers, communicators, collaborators, and possess decision-making skills in order for them to reach their dreams.

Intervention is provided through small group instruction within the class, after-school tutoring services, and Saturday Academies. As an intervention, teachers hold small group instruction in their classrooms, two to four times a week in order to re-teach skills or front-load lessons. We are confident that our students are well prepared to continue to do well on the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC) for our English language learners, the Science assessment for our fifth graders, and the LAS Links for our Spanish Language Learners as well as the I-Ready district benchmarks.

Parents are encouraged to be actively involved in groups like Home & School Club, CAMINO, School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). We communicate frequently with parents via ParentSquare, Facebook, school marquee, parent-teacher conferences, and a monthly newsletter written by the principal. ELAC and Parent Club meetings are well attended and parents engage actively in discussions regarding student success.

Working together, the staff, parents, and all community stakeholders are able to set goals, teach the importance of being lifelong learners, celebrate accomplishments, and encourage our Wildcats to persevere. At Del Roble, it is everyone's responsibility to work together and support strong relationships of respect and trust for individuality and diversity. A community that believes in family, is the cornerstone of the student's educational growth.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current District LCAP plan to improve outcomes for all students:

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for

English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking, and creativity. We will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

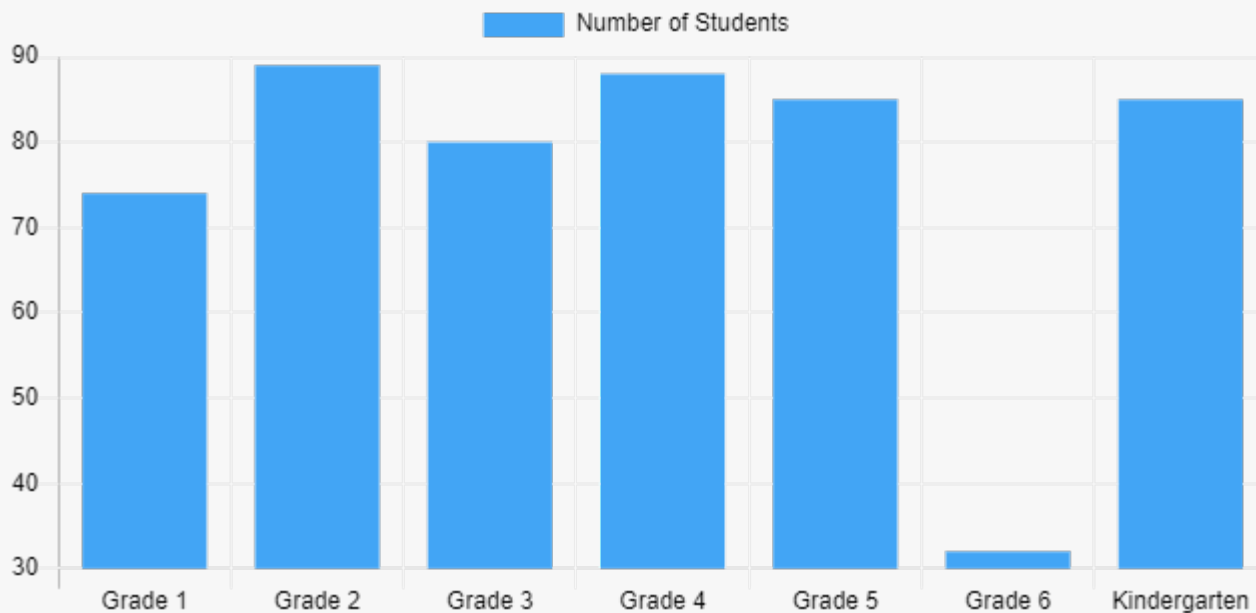
Goal 5 - School and classroom environments will support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

*Last updated: 1/26/22*

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

Grade Level	Number of Students
Grade 1	74
Grade 2	89
Grade 3	80
Grade 4	88
Grade 5	85
Grade 6	32
Kindergarten	85
Total Enrollment	533



Last updated: 1/26/22

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

Student Group	Percent of Total Enrollment
Female	52.90%
Male	47.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.90%
Black or African American	2.40%
Filipino	2.80%
Hispanic or Latino	71.70%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	5.80%
White	8.80%

Student Group (Other)	Percent of Total Enrollment

English Learners	21.60%
Foster Youth	0.20%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	24.40%
Students with Disabilities	5.80%

## 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) 3-8: Expeditionary Learning K-4 Dual Language: Benchmark Adelante	Yes	0%
Mathematics	K-5: EngageNY 6-8: College Prep Math (CPM)	Yes	0%
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	No	0%

History-Social Science	K-5 Studies Weekly 6-8 Discovery Education	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: 1/22/22

## School Facility Conditions and Planned Improvements

FIT Inspection found Del Roble in Good condition. A few work orders have been addressed including repair of lighting in classrooms and the cafeteria as well as a minor flooring issue.

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: June 2021

**Repair Needed and Action Taken or**

System Inspected	Rating	Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
<b>Interior:</b> Interior Surfaces	Good	Work order completed addressing minor flooring damage.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
<b>Electrical:</b> Electrical	Good	Repair classroom lighting and lighting in the cafeteria have been completed.
<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: June 2021

Overall Rating	Good
----------------	------

*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: 1/26/22

### 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	280	NT	NT	NT	NT

Female	153	NT	NT	NT	NT
Male	127	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	33	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	186	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	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: 1/26/22*

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	280	NT	NT	NT	NT
Female	153	NT	NT	NT	NT
Male	127	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	33	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	186	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	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: 1/26/22

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
All Students	277	274	99	1	48
Female	152	150	99	1	47
Male	125	124	99	1	49
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100	0	70
Black or African American	6	5	73	17	40
Filipino	22	22	100	0	73
Hispanic or Latino	175	173	99	1	40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	69
White	24	24	100	0	63
English Learners	66	66	100	0	21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	36	95	5	25
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	32	31	97	3	39
----------------------------	----	----	----	---	----

\*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

### Local 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
All Students	278	275	99	1	23
Female	152	150	99	1	20
Male	126	125	99	1	27
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100	0	48
Black or African American	6	6	100	0	0
Filipino	22	22	100	0	41
Hispanic or Latino	176	173	98	2	15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	44
White	24	24	100	0	29

English Learners	66	66	100	0	6
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	0	5
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100	0	14

\*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: 1/26/22

### 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	83	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	38	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	47	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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

Last updated: 1/26/22

### 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: 1/26/22

## 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)

Parents are encouraged to be actively involved in groups, such as the Home & School Club, CAMINO, School Site Council, English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). We communicate frequently with parents via ParentSquare, social media (Facebook and Twitter), school marquee, parent-teacher conferences, and a monthly newsletter written by the principal. ELAC and Parent Club meetings are well attended and parents engage actively in discussions regarding student success.

Working together, the staff, parents, and all community stakeholders are able to set goals, teach the importance of being lifelong learners, celebrate accomplishments, and encourage our Wildcats to persevere. At Del Roble, it is everyone's responsibility to work together and support strong relationships of respect and trust for individuality and diversity. A community that believes in family, is the cornerstone of the student's educational growth.

### 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	549	542	38	7.0
Female	291	287	21	7.3
Male	258	255	17	6.7
American Indian or Alaska Native	45	43	0	6.7
Asian	0	0	0	0.0
Black or African American	13	13	4	30.8

Filipino	15	15	0	0.0
Hispanic or Latino	395	390	32	8.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	31	1	3.2
White	47	47	1	2.1
English Learners	143	142	9	6.3
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	182	180	24	13.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	43	6	14.0

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	0.30%	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)

<b>Rate</b>	<b>School 2019-2020</b>	<b>District 2019-2020</b>	<b>State 2019-2020</b>
Suspensions	1.25%	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: 1/26/22*

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

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
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)**

Providing a safe school is essential 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 ensures success for all students. Prevention education includes supplemental programs and policies including Restorative Justice practices, peer mediation, conflict resolution, Positive Behavior Interventions and Supports (PBIS), Safe Place, conflict/peer mediation, anti-bullying assemblies, harassment education, and the Wellness Policy including physical education and nutritional education. 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 targets attendance and tardies. 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 ongoing classroom meetings that specifically addresses issues of race, ethnicity, gender, sexual orientation, perceived sexual orientation, 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. Each year staff is trained and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plans, and emergency evacuation maps. We balance the school discipline plan with positive incentives, as well as appropriate alternative corrective progressive discipline plans. Schoolwide rules are posted in each campus setting. Positive incentives are offered for positive behavior/attitude, good attendance, positive wellness, practices, academics. Alternatives reviewed as

options to positive discipline include campus clean-up, campus projects, incentives, community services, behavior plans/contracts, site or off-site group or individual counseling, and/or alternative placements. We have weekly VIP students and honor their great behavior by announcing them every Monday morning. VIP students' picture is taken and posted in the hallways. 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. We implement, monitor, and provide professional development to site teams on the main tenets and practices of PBIS. We provide incentives to students for modeling positive behaviors. We also provide informative and motivational assemblies with speakers for students to understand the importance of being caring, responsible, safe, and proud. We also have a PBIS Mentor to support its implementation through data analysis.

*Last updated: 1/26/22*

## 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	23.00		3	
1	22.00	2	2	
2	24.00		3	
3	23.00		4	
4	27.00		2	
5	32.00		1	
6	32.00		2	
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	24.00		4	
1	24.00		4	
2	21.00	2	2	
3	22.00		4	
4	25.00	1	1	1
5				
6	31.00		1	
Other**	30.00		2	

\* 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	21.00		4	
1	25.00		3	
2	22.00		4	
3	23.00		3	
4	25.00		3	

5	21.00	1	3
6	32.00		1
Other**	13.00	2	1

\* 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)	0.10
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.40
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	\$11726.00	\$3121.00	\$8605.00	\$80740.00
District	N/A	N/A	\$8460.00	\$85750.00
Percent Difference – School Site and District	N/A	N/A	1.13%	-4.05%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	1.26%	-4.14%

*Last updated: 1/27/22*

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

### Types of Services Funded (Fiscal Year 2020–2021)

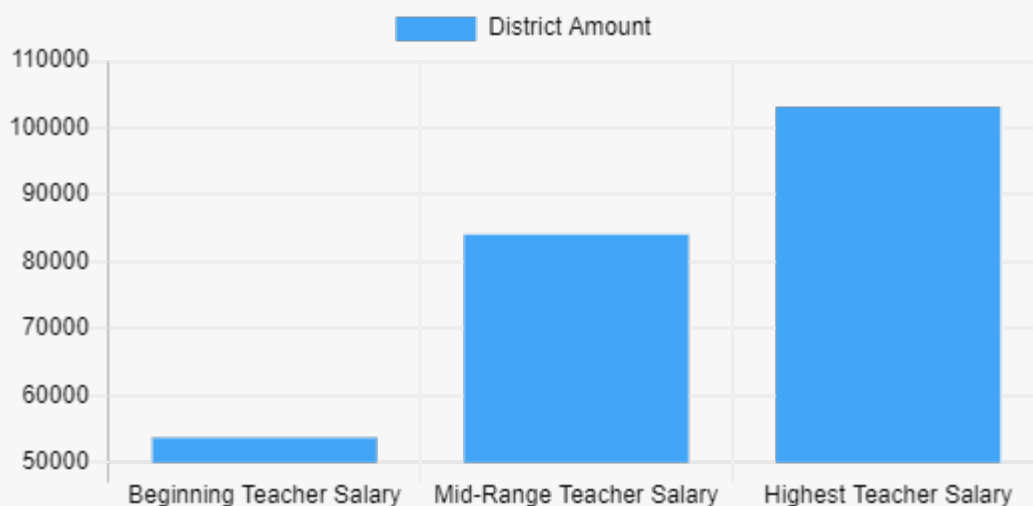
1. Extended Day and Year Programs
2. Remedial Services provided by teachers
3. Mental Health Services
4. Coaching (mentoring for staff development)
5. Instructional supplies and technology
6. Visual/performing arts
7. Programs for high achievers and GATE students
8. Safe Schools Specialist who supports student attendance
9. Professional development workshops and visitations
10. Librarian (Teachers and students receive support from the Librarian to gather books for research and for reading pleasure).

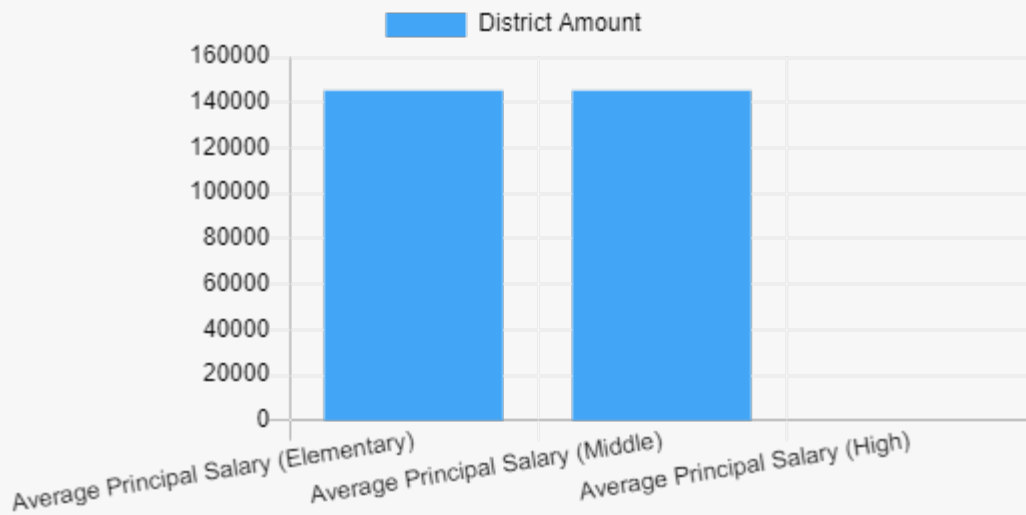
Last updated: 1/26/22

### 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: 1/26/22

\* 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	6	6	6

## 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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>At or Above Grade Level</b>
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*

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814