Stipe (Samuel) Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 5000 Lyng Drive
San Jose, CA , 95111-2720

Principal: Virgilio Caruz

Phone: (408) 227-7332

Grade Span:

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 and access to prior year reports, 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.

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.

About This School

Virgilio Caruz

📍 Principal, Stipe (Samuel) Elementary

About Our School

Contact

Stipe (Samuel) Elementary
5000 Lyng Drive
San Jose, CA 95111-2720

Phone: (408) 227-7332
Email: vcaruz@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408) 227-7332
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net
Website	https://www.ogsd.net/

School Contact Information (School Year 2022–23)

School Name	Stipe (Samuel) Elementary
Street	5000 Lyng Drive
City, State, Zip	San Jose, CA , 95111-2720
Phone Number	(408) 227-7332
Principal	Virgilio Caruz
Email Address	vcaruz@ogsd.net
Website	https://sites.google.com/oakgrovesd.net/steamatstipe/about-us

| County-District-School (CDS) Code | 43696256048177 |

School Description and Mission Statement (School Year 2022–23)

STEAM @ Stipe is a K-6 school that provides the earliest access to Science, Technology, Engineering, Arts, and Mathematics (STEAM) within project-based learning and SEAL educational designs. We inspire and engage all students with a transformational approach where students learn by doing. Through our partnerships with Silicon Valley companies, our purpose is to develop our diverse population into engineers, innovators, and future entrepreneurs.

Rooted in Cultural Identity - We value the diverse cultural backgrounds of our students, teachers, families, and community.

Earliest Access - Starting in Kindergarten, students engage in opportunities that explore real-world problems, developing an early foundation for STEAM skills.

Varied Learning Spaces - Students have access to a new Makerspace, outdoor learning areas, and flexible, modular seating in classrooms

Integrated Approach - Culturally responsive instruction in which students are guided to make connections across the content areas of science, technology, engineering, art, and math while developing strong academic language and literacy skills.

Development of Growth Mindsets - Through design challenges and project-based learning (PBL), students will cultivate a problem-solving mindset, seek out challenges and see them as opportunities to grow.

Strong Partnerships - In addition to community involvement, we leverage Silicon Valley high-tech firms and access to their resources to facilitate authentic experiences.

Last updated: 1/26/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	34
Grade 1	37
Grade 2	48
Grade 3	50
Grade 4	60
Grade 5	57
Grade 6	62
Total Enrollment	348
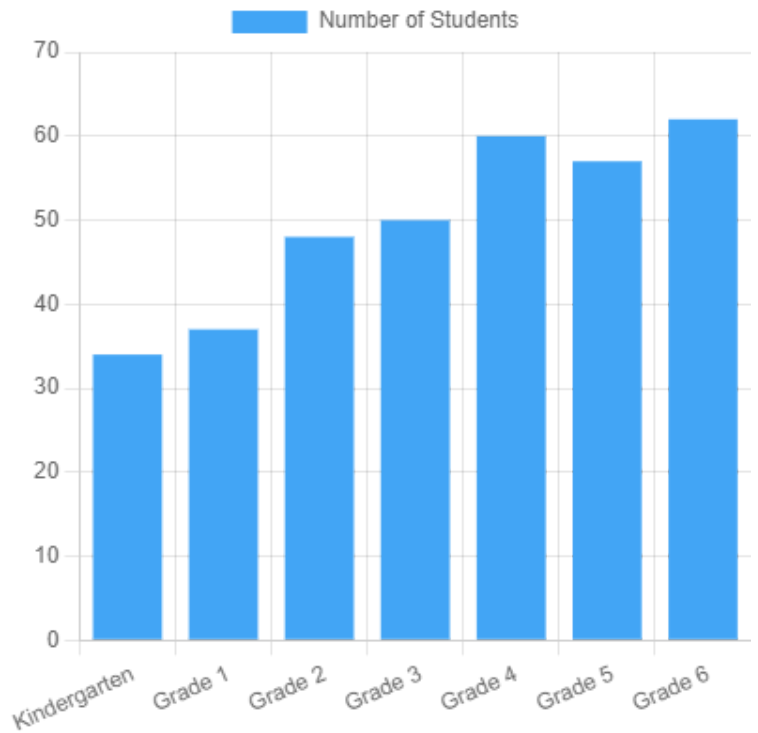
Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/26/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	42.50%
Male	57.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	16.40%
Black or African American	4.60%
Filipino	3.20%
Hispanic or Latino	68.40%
Native Hawaiian or Pacific Islander	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	40.80%
Foster Youth	0.60%
Homeless	0.00%
Migrant	0.60%
Socioeconomically Disavantaged	51.70%
Students with Disabilities	13.50%

Student Group	Percent of Total Enrollment
Two or More Races	2.90%
White	2.30%

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 2020–21)

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)	17.10	91.96	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.36	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.68	3.10	0.74	12115.80	4.41
Unknown	0.00	0.00	22.40	5.32	18854.30	6.86
Total Teaching Positions	18.60	100.00	420.90	100.00	274759.10	100.00

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 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: 1/26/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 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: 1/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		0.00
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		0.00

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.50	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0%
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. Further, the effects of the COVID pandemic paused our ability to begin a new pilot/adoption process. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed.	Yes	0%
Science	K-5 Harcourt Science Adopted 2001	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	6-8 Prentice Hall Adopted 2007		
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Stipe Elementary resides on a hillside with multilevel buildings that support TK-6.

The site was found to be in Good condition with general work orders needed. During the Summer '22, the site received phase 1 of the new roofing, HVAC system, and Fire system. This Summer '23, the project will continue to replace the HVAC system across the campus and install the new fire alarm system.

Last updated: 2/1/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good

Last updated: 2/1/23

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).

- **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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	32%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
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.

Note: ELA and 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.

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	218	95.20	4.80	31.65
Female	102	100	98.04	1.96	33.00
Male	127	118	92.91	7.09	30.51
American Indian or Alaska Native	--	--	--	--	--
Asian	42	41	97.62	2.38	58.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	150	94.34	5.66	24.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	88	84	95.45	4.55	14.29
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	114	94.21	5.79	24.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	29	85.29	14.71	6.90

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.

Last updated: 1/26/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	218	95.20	4.80	24.77
Female	102	101	99.02	0.98	22.77
Male	127	117	92.13	7.87	26.50
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	150	94.34	5.66	16.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	88	86	97.73	2.27	13.95
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	113	93.39	6.61	15.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	27	79.41	20.59	11.11

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	12.73	NT	36.27	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/26/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.49	3.51	12.73
Female	27	26	96.30	3.70	15.38
Male	30	29	96.67	3.33	10.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	37	97.37	2.63	5.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	34	97.14	2.86	11.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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: 1/26/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

For the SARC reporting year (2021–22), the percentage of students participating in each of the five Fitness Components is reported below.

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:
(The number of students who participated in the FITNESSGRAM Component)
– divided by –
(The total number of students enrolled at time of testing)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/29/23

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

STEAM@Stipe has monthly meetings of the Hispanic Parent, Vietnamese, and Parent Faculty Association (PFA) to keep parents updated on the school curriculum and current event planning. In addition, School Site Council meets a minimum of 4 times yearly to review and analyze student data, gather community input, develop a Single Plan for Student Achievement (SPSA) and School Safety Plan, and monitor the implementation of the plan and budget. Activities for families include Harvest Festival, Las Posadas, Lunar New Year, Family Movie Nights, SEAL Gallery Walks, Cinco de Mayo, Talent Show, STEAM Cafe, and the Walkathon. Parent workshops are offered to parents 2 or 3 times a year. School fundraisers are also a helpful addition to the school's budget. Since the beginning of the pandemic, we have had numerous virtual parent meetings, maximized the functionality of Parent Square, and engaged families with classroom activities via the SeeSaw online application.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	374	167	44.7
Female	170	166	75	45.2
Male	212	208	92	44.2
American Indian or Alaska Native	1	1	1	100.0
Asian	60	59	12	20.3
Black or African American	16	16	9	56.3
Filipino	12	11	2	18.2
Hispanic or Latino	264	259	136	52.5
Native Hawaiian or Pacific Islander	6	5	2	40.0
Two or More Races	11	11	1	9.1
White	10	10	4	40.0
English Learners	162	157	65	41.4
Foster Youth	4	4	4	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	210	207	112	54.1
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	61	60	37	61.7

Last updated: 1/26/23

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 for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.46%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/26/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/26/23

School Safety Plan (School Year 2022–23)

Oak Grove School District

SB 187

Comprehensive

School Safety Plan

Process & Templates

STEAM@Stipe Elementary School

5000 Lyng Ave.

San Jose, CA 95111

Phone: (408) 227-7332

Board Adopted: _____

Table of Contents

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The following document is an addendum to the District Comprehensive Safety Plan. The District Comprehensive Safety Plan is the main body of the document. Each school has a site specific document that works in tandem with the District's plan. The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title 1, Division 4, Chapter 8 Government Code.

It is a living document to meet site, district and community needs, forms or requirements. It is NOT to be a "grab and go" guide in an actual emergency.

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Table of Contents

All sites will refer to the District Comprehensive Safety Plan for all emergency preparedness, safety and operation protocol. All procedures have been standardized throughout the District.

The following information is school site specific.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.   (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.   Additional members may include:

A representative from the local law enforcement agency
- **School Resource Officers**

- **Guidance Counselor**
- **Special Education Department Chairperson**
- **One or more key community service providers**
- **Student representative(s)**
- **Disciplinary team member**
- **Staff leaders**
- **Additional parent representatives**

STEAM@Stipe SCHOOL SAFETY TEAM

The undersigned members of the STEAM@Stipe School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met.

Virgilio Caruz

Title: Principal, Virgilio "Vern" Caruz

Bijan Amini

Title: School Site Council Chairperson, Bijan Amini

Diana De Leon

Title: School Site Council Parent, Diana De Leon

Sean Shannon

Title: School Site Council Parent, Sean Shannon

Kristine Anaya

Title: School Site Council Parent, Kristine Anaya

Sandy Carranza

Title: School Site Council Teacher Representative, Sandy Carranza

Gina Nguyen

Title: School Site Council Teacher Representative, Gina Nguyen

Catalina Hernandez

Title: School Site Council Teacher Representative, Catalina Hernandez

Paula Sahagun

Title: School Site Council Classified Member, Paula Sahagun

Oscar A. Ortiz

District Safety Committee Chair

THE STIPE SAFE SCHOOL PLAN WAS APPROVED VIRTUALLY BY THE STIPE SCHOOL SITE COUNCIL ON JANUARY 23, 2023.

STEAM@Stipe ELEMENTARY SCHOOL

Safety Plan Goals

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

2022 - 2024

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic.

Strategy 1.1: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19.

Assessment 1.1: Protocol provided to staff and community.

Strategy 1.2: Staff and students properly hand wash and use sanitizer to take place several times a day with sanitizer stations throughout the school campus. Hand sanitizer is provided.

Assessment 1.2: Materials provided and available.

Strategy 1.3: Students sent home with any symptoms placed in an isolation area.

Assessment 1.3: Protocol developed and shared with the community

Strategy 1.4: Designated eating areas to maximize social distancing

Assessment 1.4: Students may sit only with their classmates. Tables are marked with teacher names

Strategy 1.5: Recommended testing for exposed students

Assessment 1.5 Test kits available

Baseline Data 1.1: Continued monitoring of COVID Positive cases

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: Updated materials include Rescue Backpacks and First Aid Supplies that are replaced every 5 years including such items as band aids, bandages, etc.

Assessment 2.1: Verify items have been delivered and placed in the ARCC by January
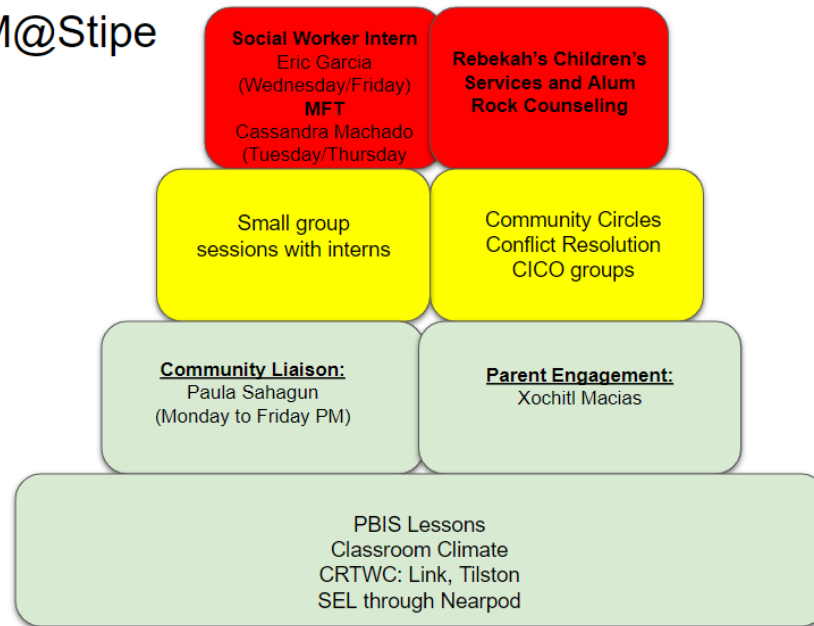
Strategy 2.2: Updated materials include facemasks and hand sanitizer

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.

STEAM@Stipe

Social Worker Intern Eric Garcia (Wednesday/Friday) **MFT** Cassandra Machado (Tuesday/Thursday	**Rebekah's Children's Services and Alum Rock Counseling**
Small group sessions with interns	Community Circles Conflict Resolution CICO groups
Community Liaison: Paula Sahagun (Monday to Friday PM)	**Parent Engagement:** Xochitl Macias

PBIS Lessons
Classroom Climate
CRTWC: Link, Tilston
SEL through Nearpod

Strategy 3.1: Marriage/Family Therapist support for 2 days

Strategy 3.2: Social Worker Intern support for 2 days

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling, Community Solutions, Rebekah's Children Services, Effective School Solution

Strategy 3.4: Daily Effective Schools Solutions (ESS) supports for Emotionally Disturbed students

Strategy 3.5: Parents and students can be referred through Care Solace

Assessment 3.1 through 3.6: Number of students being served by mental health support systems.

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.7: Connectedness and Belonging Survey Results

Baseline Data 3.1 /3.2: We don't have any baseline data since this is our first year providing such a variety of mental health support.

Comments: When students are explicitly taught expected behaviors and are rewarded for the positive things they do in school, the climate and culture of the school improve. By consistently monitoring behavior types, teachers and staff can work on teaching specific strategies based on student needs.

For students needing extra support, processes for identifying the needs and providing appropriate support should be in place and monitored regularly.

DUE TO THE COVID-19 PANDEMIC AND MANDATED SCHOOL CLOSURES THAT BEGAN ON MARCH 13, 2020, DISCIPLINE AND ATTENDANCE DATA FOR 2019-2020 AND 2020-2021 IS NOT COMPARABLE TO PREVIOUS YEARS AND WILL THEREFORE NOT BE INCLUDED.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

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

Accountability Report Card

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	1.07%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.46%	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)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0

ccountability Report Card

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

Attendance Factor:

The attendance factor accounts for the difference between enrollment and attendance. It is the average percentage of enrolled students typically attending school on any given day. The factor is calculated annually using prior school year data.

- **2017-2018 Attendance Factor: 95.90%**

- **2019-2020 Attendance Factor: 95.73%**

- **2019-2020 Attendance Factor: COVID**

- **2020-2021 Attendance Factor: 95.20%**

- **2021-2022 Attendance Factor: 89.10%**

Chronic absenteeism:

Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. A distinguishing feature of this measure is that the goal is reversed.

2017-2018 Chronic Absenteeism Rate: 7.90%

2018-2019 Chronic Absenteeism Rate: 11.0%

2019-2020 COVID

2010-2021 Chronic Absenteeism Rate: 14.7%

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

Accountability Report Card

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	384	380	56	14.7
Female	170	169	20	11.8
Male	214	211	36	17.1
American Indian or Alaska Native	65	65	1	17.1
Asian	1	1	0	0.0
Black or African American	17	17	6	35.3
Filipino	12	12	1	8.3
Hispanic or Latino	267	263	47	17.9
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	11	11	0	0.0
White	5	5	1	20.0
English Learners	165	163	16	9.8
Foster Youth	1	1	1	100.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	239	237	45	19.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	50	18	36.0

School Facilities & Safety

STEAM@Stipe strives to provide a safe and healthy environment for our students and staff.

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

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected August, 2019.

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC system is in need of work as the system has reached its end of life. There area a few thermostats that need to be replaced or reprogramed along with a few components of the mechanical system that needs to be repaired. OGSD is plannign to repace all HVAC units during the Summer 2022.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Work orders have been generated to address relamps, replace ballasts, and correct clock/bell issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Work order generated to repair one faucet.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Work orders generated to replace a number of stained ceiling tiles believed to be caused by roof leaks. Stipe ES will receive a new roof system as part of the upcoming Summer 2022 construction project.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Fair

Last updated: 2/04/22

Cleaning Process

STEAM@Stipe provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year, with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair A scheduled maintenance program is administered by STEAM@Stipe's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Additionally, due to the COVID-19 pandemic:

Hand sanitizing stations are located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

Water fountains are disabled. Students are encouraged to bring their own water bottles and water-filling stations on campus.

The District will provide face masks for staff. All staff is required to wear fabric face coverings unless prevented due to health conditions or instructional/communication needs. In those instances, staff will be provided with a clear face shield. Additional disposable masks and gloves are also available as needed. HVAC schedules will be set to run at least one hour before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

The district-provided mist disinfectant sprayers will enable custodial staff to more efficiently disinfect our campuses. The units spray a fine mist of disinfectant solution that is statically charged and then adheres to the surfaces in the room ensuring coverage. Detailed attention will be given to high-touch areas such as door handles, desktops, sink handles, handrails and restrooms throughout the day.

Strict cleaning and disinfecting protocols are in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment.

STEAM@Stipe SCHOOL

EMERGENCY PROCEDURES

STEAM@Stipe ICS TEAM

STEAM@Stipe COMPREHENSIVE SAFETY PLAN

SITE INCIDENT COMMANDER
Vern Caruz, Principal

PUBLIC INFORMATION OFFICER
Jeff Friedman, Teacher

LIAISON
Paula Sahagun, Community Liaison

SAFETY
Monica Duran, Teacher

OPERATIONS CHIEF Michelle Link, STEAM Coordinator	PLANNING CHIEF Catalina Hernandez, Teacher	LOGISTICS CHIEF Rosie Soares, Health Clerk	FINANCE CHIEF Maria Garcia, Secretary
SITE CHECK/SECURITY Tan Nguyen, Custodian	DOCUMENTATION Sam Glantz, RSP Teacher	SUPPLIES & FACILITIES Tan Nguyen, Custodian	TIMEKEEPING Vern Caruz, Principal
SEARCH & RESCUE Matteo Enna, Teacher	SITUATION ANALYSIS Laurie LoForti, Teacher	STAFFING OFFICER Gina Nguyen, Teacher	PURCHASING Vern Caruz, Principal
MEDICAL Rosie Soares, Health Clerk		COMMUNICATIONS Dedra Downing, Teacher	
STUDENT ATTENDANCE AND RELEASE Maria Garcia, Secretary Paula Sahagun, Community Liaison		TRANSPORTATION Teri Richardson	

Staging Areas – STEAM@Stipe

Primary Staging Area - Blacktop lines next to the container by Lyng Drive

Secondary Staging Area - Blacktop lines behind the Library

One indoor and one outdoor area for the Command Center to be stationed in the event of a district emergency.

Primary: Outside of Community Room

Secondary: Library

To be determined in conjunction with the Director of Facilities

Primary: Great Oaks Park

Secondary: Edenvale Community Center

Unification Site	Staffing	
Great Oaks Park	**Vern Caruz, or as assigned**	**All Staff**
Edenvale Community Center	**Vern Caruz, or as assigned**	**All Staff**

Emergency Response Teams

Team	Team Leader:	Staff Members:
Operations Chief	Michelle Link	
Security	Tan Nguyen	
Search & Rescue	Matteo Enna	Jeff Friedman Monica Duran Laurie Loforti Megan Cheney
Medical	Rosie Soares	Rachel Holmstrom
Student Attendance and Release	Maria Garcia	Paula Sahagun Kelly Flores

Team	Team Leader:	Staff Members:
Planning Chief	Catalina Hernendez	
Documentation	Sam Glantz	
Situation Analysis	Laurie Loforti	

Logistics

Team	Team Leader:	Staff Members:
Logistic Chief	Rosie Soares	
Supplies/Facilities	Tan Nguyen	
Staffing Officer	Gina Nguyen	

Communication   Dedra Downing

Transportation

Teri Richardson

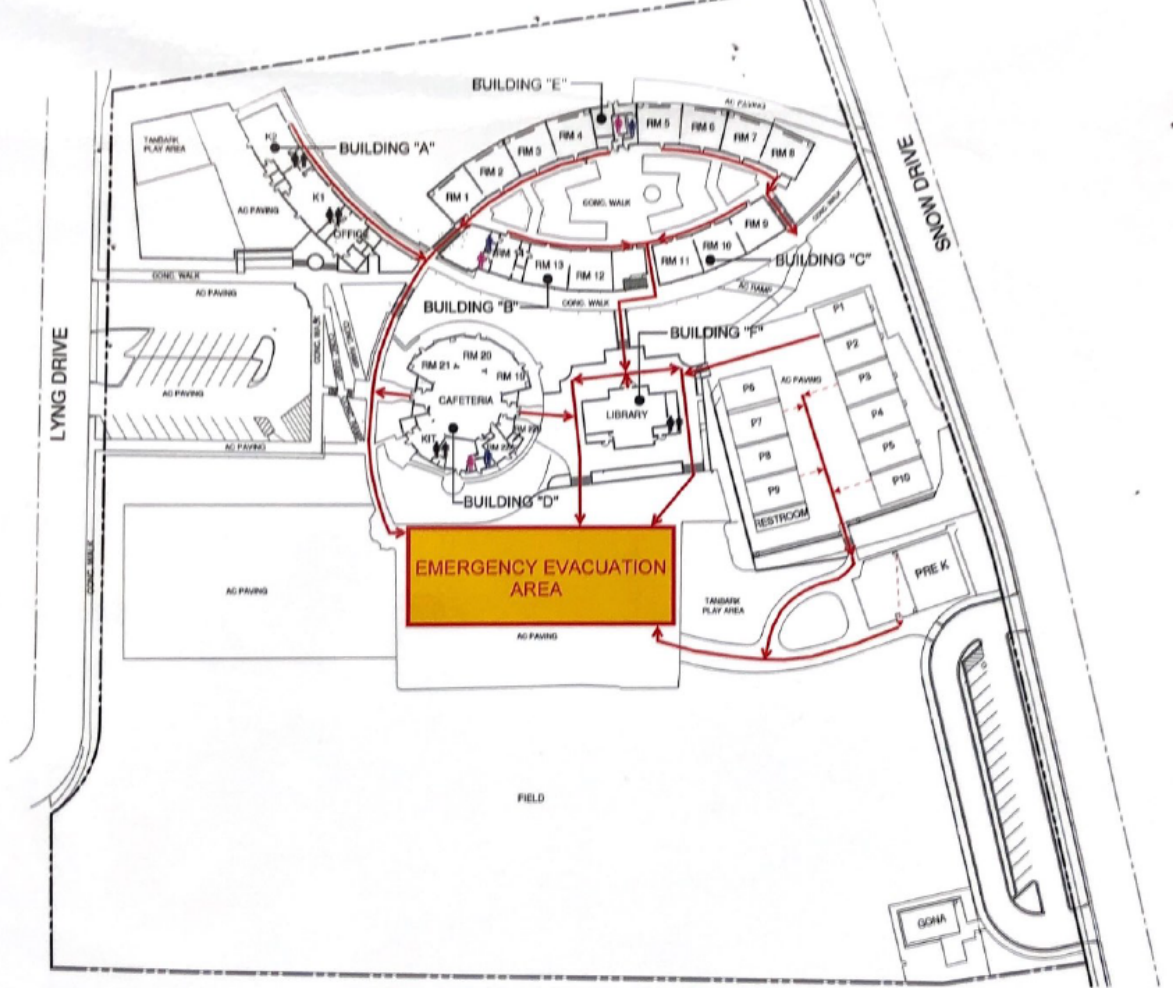| Team	Team Leader:	Staff:
Finance Chief	Vern Caruz	
Timekeeping	Vern Caruz, or as assigned	
Purchasing	Maria Garcia	

This list should be updated in September of each school year to accommodate any staff changes.

Note: Teachers assigned to lead or have staff assignments should be paired with teachers assigned to the student assembly area. In an emergency, when directed to evacuate to the assembly area, all teachers will take any emergency items and move their classes to the assembly area. Teachers assigned to lead or have staff assignments will then "hand off" responsibility for their class to their Buddy Teacher and report to their emergency assignment.

Evacuation Map

BUILDING "E"

BUILDING "A"

TANBARK PLAY AREA

K2

AC PAVING

K1

OFFICE

RM 1

RM 2

RM 3

RM 4

RM 5

RM 6

RM 7

RM 8

RM 9

CONC. WALK

RM 9

RM 10

RM 11

RM 12

RM 13

RM 14

BUILDING "C"

AC RAMP

BUILDING "B"

CONC. WALK

CONC. WALK

AC PAVING

LYNG DRIVE

SNOW DRIVE

AC PAVING

RM 21

RM 20

RM 19

RM 18

CAFETERIA

KIT

BUILDING "D"

LIBRARY

BUILDING "F"

P1

P2

P5

P6

AC PAVING

P5

P7

P4

P8

P5

P9

P10

RESTROOM

PRE K

TANBARK PLAY AREA

AC PAVING

EMERGENCY EVACUATION AREA

AC PAVING

AC PAVING

FIELD

GONA

N

OAK GROVE SCHOOL DISTRICT
SAMUEL STIPE SCHOOL EXIT PLAN

5000 LING DR.
SAN JOSE, CA 95111

EVACUATION ROUTE

FIRE EXTINGUISHER

FIRE PULL ALARM

ELECTRICAL PANEL

WATER

WATER

GAS

GAS MAIN

FIRE HYDRANT

FIRST AID

BOYS RESTROOM

GIRLS RESTROOM

UNISEX RESTROOM

ELECTRICAL MAIN

M   MECHANICAL ROOM

S   STORAGE

JC   JANITORIAL CLOSET

Before and After School Care

BEFORE AND AFTER SCHOOL DAYCARE

Oak Grove School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on who youths are permitted to leave with.

After-school programs are contained within a school's overall emergency management plan.

However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

• How the Incident Command Structure is to operate after school when most staff have left for the day;

• Training of after-school program staff;

• Emergency procedures, especially when some buildings may be closed; and

• Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

• Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;

• Consult others (rather than plan in a vacuum);

• Include important contact numbers in their plans;

 • Include reunification plans;

• Identify personnel for key roles;

• Orient all staff to the plan; and

• Have the plan available at all times.

Preschools will follow the site's Incident Command System and report to the evacuation area as the plan describes.

The Principal will coordinate with all programs on the site, such as Boys and Girls Club, Champion, BASE, YMCA, etc.

EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident 911

Emergency from mobile phone 408-227-8911

Police non-emergency 311

Sheriff 408-299-3233

Regional Medical Center of SJ 408-259-5000

Office of Emergencies Services 408-808-7800
Santa Clara

Fire Department 408-277-4619

County of Santa Clara 408-885-4250

Emergency Medical Services

Pacific Gas & Electric 800-743-5000

American Red Cross 408-577-2178

San Jose Environmental Services 408-945-3000

City of San Jose Emergency 408-277-4595

Services

Dead Animal Collection 408-578-7297

HazMat 408-277-4659

Poison Control 800-876-4766

SDS 800-451-8346

CAL/EPA 916-323-2514

San Jose Water Resource Board 510-622-2300

OSHA 800-321-6742

CalOSHA-Fremont 510-794-2521

San Jose Water 408-279-7900

Highway Patrol 800-835-5247

CHP Non Emergency 707-551-4100

San Jose Mercury 408-920-5444

TRANSPORTATION EMERGENCY NUMBERS

CHP Goldengate 707-551-4151

CHP Gilroy 408-848-2324

RADIO AND TV STATIONS

KARA 105.7 FM 408-575-1057

KCBS 740 AM 415-765-4000

KFOG 104.5 FM 408-817-5364

KLIV 1590 AM 408-575-1600

KLOCK 1170 AM 408-440-0851

KGO CH 7 415-954-7777

KNTV CH 11 408-452-4780

KPIX CH 5 415-362-5550

KRON CH 4 415-441-4444

KTVU CH 2 510-834-1212

SAFETY DATA SHEETS

HOW TO REQUEST A SDS

1-800-451-8346

3E Company

Provide as much of the following product information as possible:

- **Produce Name**
- **Manufacturer Name**
- **Product Number (found on side of container)**
- **UPC Code (if available)**

GENERAL INFORMATION – SCHOOL SAFETY

District Commitment to School Safety

It is the policy of the Oak Grove School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend campuses, which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

LEGISLATIVE REQUIREMENTS

The California Education Code (sections 35294.10-35294.15) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. See Appendix for Senate Bill 187 Text. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Anti-harassment policy
- Sexual harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Uniform Complaint process
- Goals on providing a safe and healthy environment

The Comprehensive School Safety Plan will be reviewed and updated by STEAM@Stipe School Site Council every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00		2	
1	24.00		2	
2	22.00	1	2	
3	20.00	1	2	
4	30.00		2	
5	30.00		1	
6	28.00		2	
Other**	17.00	1	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2		
1	22.00		2	
2	23.00		2	
3	24.00		2	
4	33.00			
5	34.00			1
6	32.00		1	
Other**	24.00	1	1	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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		1	
1	23.00		1	
2	24.00		1	
3	15.00	1	1	
4	30.00		2	
5	29.00		2	
6	31.00		2	
Other**	23.00		3	

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
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.

Last updated: 1/26/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.00

* 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 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13659.00	$6052.00	$7607.00	$88808.00
District	N/A	N/A	$7501.00	$86461.00
Percent Difference – School Site and District	N/A	N/A	0.93%	1.78%
State	N/A	N/A	$6593.62	$87271.00
Percent Difference –	N/A	N/A	9.29%	1.16%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site and State				

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

Last updated: 1/26/23

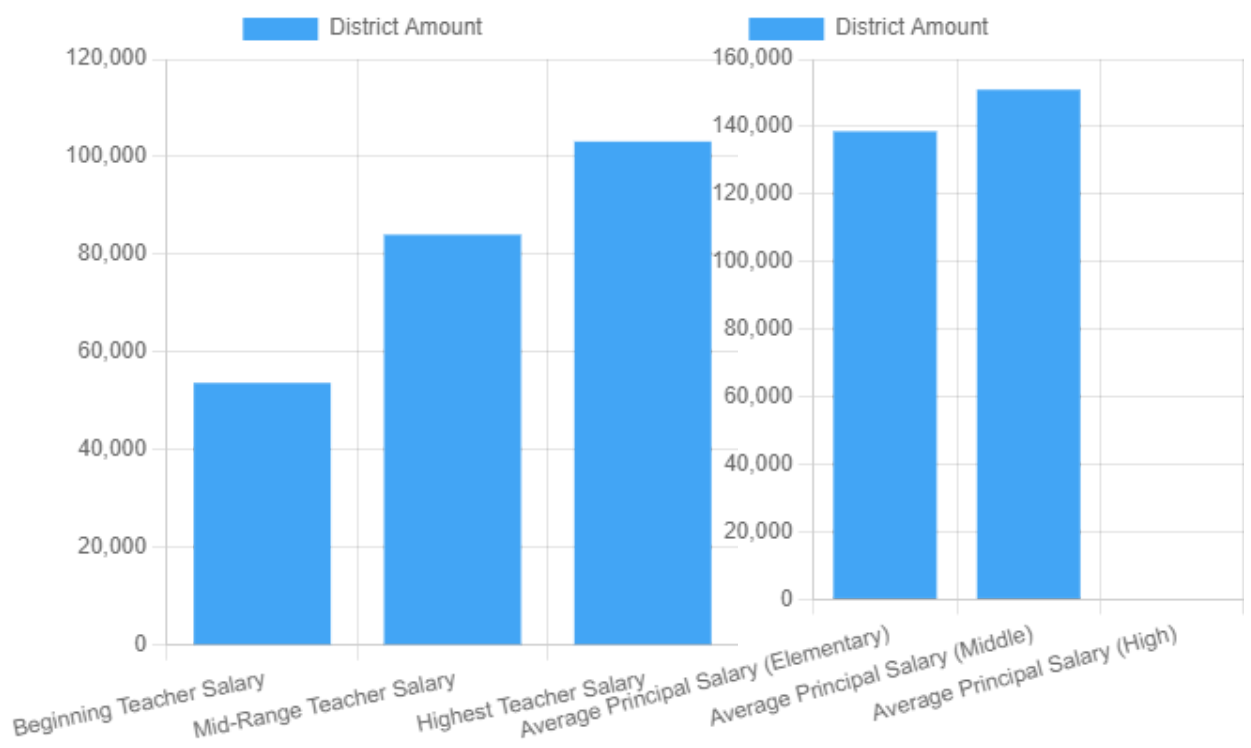**Types of Services Funded (Fiscal Year 2021–22)**

Programs funded include:
1. STEAM Coach to support classroom activities and teacher planning
2. Intervention services provided by teachers and contracted interventionists
3. Parent and Family engagement
4. Instructional supplies and technology
5. Educational Technology Applications
6. Professional development
7. Culturally Relevant Materials and Books

Last updated: 1/26/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52640.75
Mid-Range Teacher Salary	$84060.00	$83981.39
Highest Teacher Salary	$103129.00	$107521.97
Average Principal Salary (Elementary)	$138613.00	$136246.56
Average Principal Salary (Middle)	$150958.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$298043.00	$242165.89
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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

120,000

100,000

80,000

60,000

40,000

20,000

0

160,000

140,000

120,000

100,000

80,000

60,000

40,000

20,000

0

Beginning Teacher Salary

Mid-Range Teacher Salary

Highest Teacher Salary

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/26/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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%

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

Last updated: 1/26/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/26/23