Del Roble Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	5345 Avenida Almendros San Jose, CA , 95123-1405	**Principal:**	Dr. Miguel Rodriguez, 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 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Dr. Miguel Rodriguez, Principal

Principal, Del Roble Elementary

Contact

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

Phone: (408) 225-5675
Email: mrodriguez@ogsd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Chaidez, Ivan
Email Address	ichaidez@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2025–26)

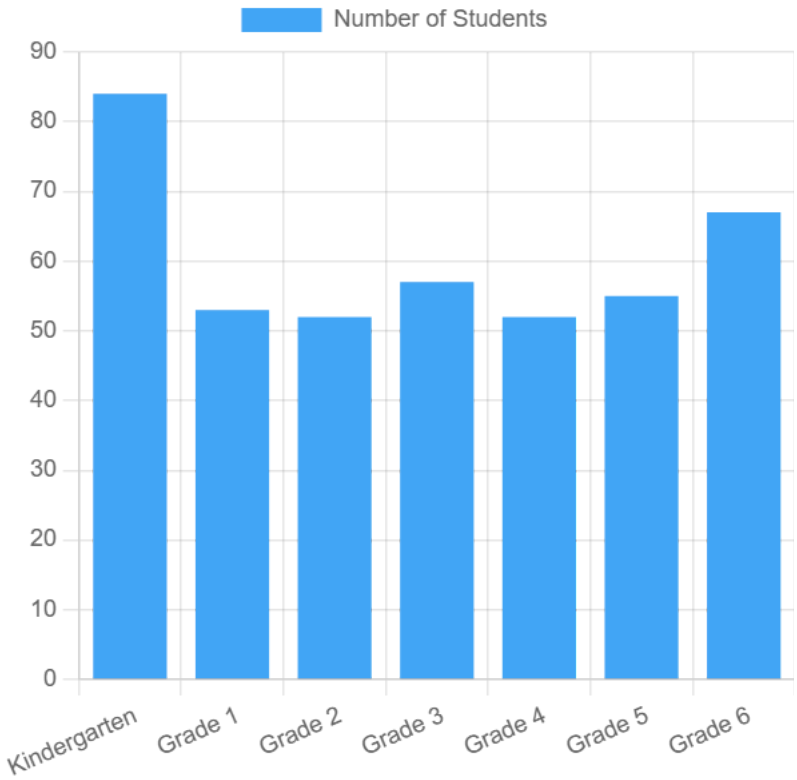
School Name	Del Roble Elementary
Street	5345 Avenida Almendros
City, State, Zip	San Jose, CA , 95123-1405
Phone Number	(408) 225-5675
Principal	Dr. Miguel Rodriguez, Principal
Email Address	mrodriguez@ogsd.net
Website	https://delroble.ogsd.net
Grade Span	K-6
County-District-School (CDS) Code	43696256072151

School Description and Mission Statement (School Year 2025–26)

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. We are working diligently to improve instructional practices focusing on student learning. Del Roble is a school where students learn 21st-century skills to reach academic excellence and be productive and joyful global citizens.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	84
Grade 1	53
Grade 2	52
Grade 3	57
Grade 4	52
Grade 5	55
Grade 6	67
Total Enrollment	420



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	52.10%
Male	47.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.90%
Black or African American	1.90%
Filipino	1.00%
Hispanic or Latino	80.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.40%
White	7.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	29.00%
Foster Youth	0.00%
Homeless	1.70%
Migrant	0.20%
Socioeconomically Disavantaged	42.10%
Students with Disabilities	6.70%

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 2021–22)

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)	22.00	91.67%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.17%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.17%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	24.00	100.00%	412.30	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	20.00	86.96%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.35%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.70%	13.90	3.55%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.30	0.34%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	23.00	100.00%	392.30	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	20.00	86.96%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.04%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	23.00	100.00%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	2	1.00
Misassignments	0.00	0	1.00
Vacant Positions	0.00	0	1.00
Total Teachers Without Credentials and Misassignments	0.00	2	3.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	4.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

Year and month in which the data were collected: August 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 Core Knowledge Language Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	0
Mathematics	EnVision, Savvas (K-8) Adopted 2024	0
Science	TK- 8: Twig Science Adopted 2023	0
History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

At the time of the inspection overall condition was good. Work orders are regularly placed for ongoing facility issues. Future modernization plans taking place throughout the district school are being updated to include Del Roble in near future years.

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: December 2025

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: December 2025

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	44%	47%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	39%	39%	41%	43%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA 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 state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	225	96.98%	3.02%	46.67%
Female	120	115	95.83%	4.17%	53.91%
Male	112	110	98.21%	1.79%	39.09%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	183	96.83%	3.17%	43.17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	13	100.00%	0.00%	84.62%
White	15	14	93.33%	6.67%	50.00%
English Learners	69	65	94.20%	5.80%	18.46%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	92	88	95.65%	4.35%	36.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	15	78.95%	21.05%	13.33%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	225	96.98%	3.02%	38.84%
Female	120	117	97.50%	2.50%	35.04%
Male	112	108	96.43%	3.57%	42.99%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	182	96.30%	3.70%	34.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	13	100.00%	0.00%	69.23%
White	15	15	100.00%	0.00%	64.29%
English Learners	69	67	97.10%	2.90%	11.94%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	92	89	96.74%	3.26%	22.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	15	78.95%	21.05%	21.43%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	40.79%	30.91%	36.40%	35.78%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.49%	3.51%	30.91%
Female	29	28	96.55%	3.45%	35.71%
Male	28	27	96.43%	3.57%	25.93%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	52	50	96.15%	3.85%	24.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65%	4.35%	9.09%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	26	25	96.15%	3.85%	20.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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	86%	88%	89%	88%	88%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2025–26)

Family events support community building and family engagement, such as our annual community bbq, Dia De Los Muertos potluck, SEAL gallery walks, and our Pozolada. We have multiple fundraisers that get families involved and bring parents and families together through Parent Groups: Camino, The Village, and HABLA. We also use ParentSquare to send regular communications and the principal video records weekly messages that out on Sunday night to update families on the weekly happenings. At Del Roble, families are valued and an important part of student sucess!

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	437	58	13.3%
Female	228	226	28	12.4%
Male	214	211	30	14.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	2	16.7%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	359	355	53	14.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	1	3.7%
White	32	31	2	6.5%
English Learners	139	137	21	15.3%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	195	192	34	17.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	38	5	13.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.99	0.00	0.00	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

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%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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 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.

Use this link to access Del Roble School's complete School Safety Plan: https://www.ogsd.net/our-schools/school-safety-plans

Plan was adopted on Tuesday, December 16, 2025

Safety Plan Goals for 2024-2026

GOAL 1: Increase the percentage of students who feel safe and connected at school.

Strategy 1.1: Convene PBIS (Climate & Culture) Leadership Team Monthly to discuss survey and discipline data and determine action plans

Assessment 1.1: SCB Survey Fall and Spring

Assessment 1.12: PBIS Team Convening

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

Strategy 2.1: Each class will receive an updated bin, along with a gallon-sized zip-top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.

Assessment 2.1: Updated classroom bins with zip-top bags for every student by fall of each year.

Strategy 2.2: Updated materials include batteries and First Aid supplies by fall of each year.

Assessment 2.2: Verify items have been delivered and placed in the ARCC yearly by December.

GOAL 3: Provide mental health support for students.

Strategy 3.1: Mental Health Intern support for .5 days

Strategy 3.2: Social Worker Intern support for 1 day

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock

Counseling, Community Solutions, Rebekah's Children Services;

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 3.6: Professional Learning Community Focus on Morning Meetings

Strategy 3.7: Greater and consistent use of Individual school strategies, such as Calm Down Corners, Community Circles, SEL lessons

Assessment 3.7: Connectedness and Belonging Survey Results

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	4	0	0
1	20.00	3	0	0
2	19.00	3	0	0
3	20.00	1	2	0
4	26.00	0	2	0
5	22.00	0	2	0
6	31.00	0	1	1
Other**	23.00	0	2	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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	3		
1	20.00	2	1	
2	24.00		2	
3	24.00		2	
4	30.00		2	
5	22.00	1	2	
6	31.00		1	1
Other**	20.00	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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		3	
1	21.00		2	
2	20.00	2		
3	19.00	3		
4	26.00		2	
5	34.00			1
6	28.00		1	
Other**	28.00		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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16726.00	$5539.00	$11187.00	$93880.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	6.97%	-4.05%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-0.28%	-5.40%

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

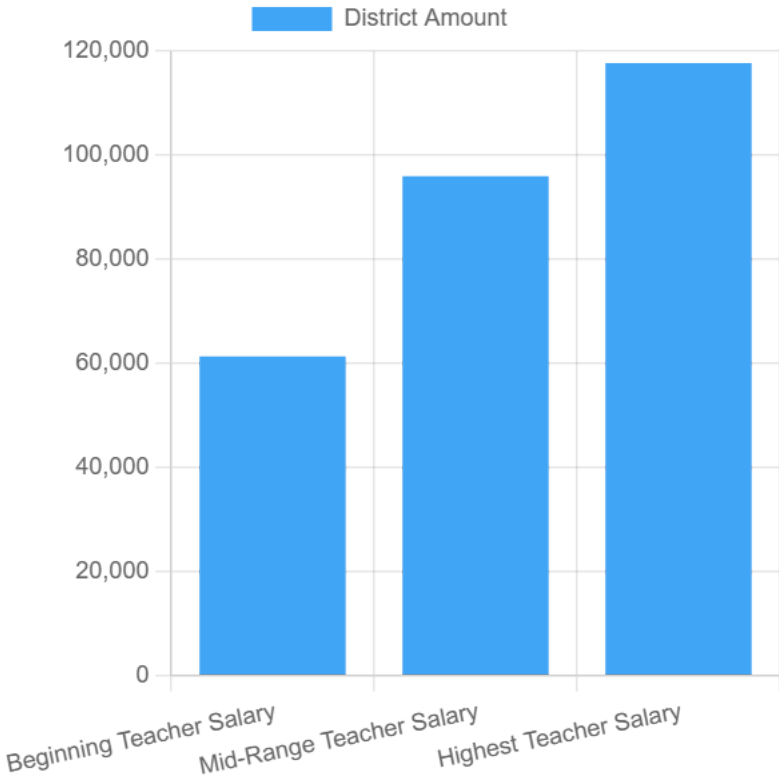
Types of Services Funded (Fiscal Year 2024–25)

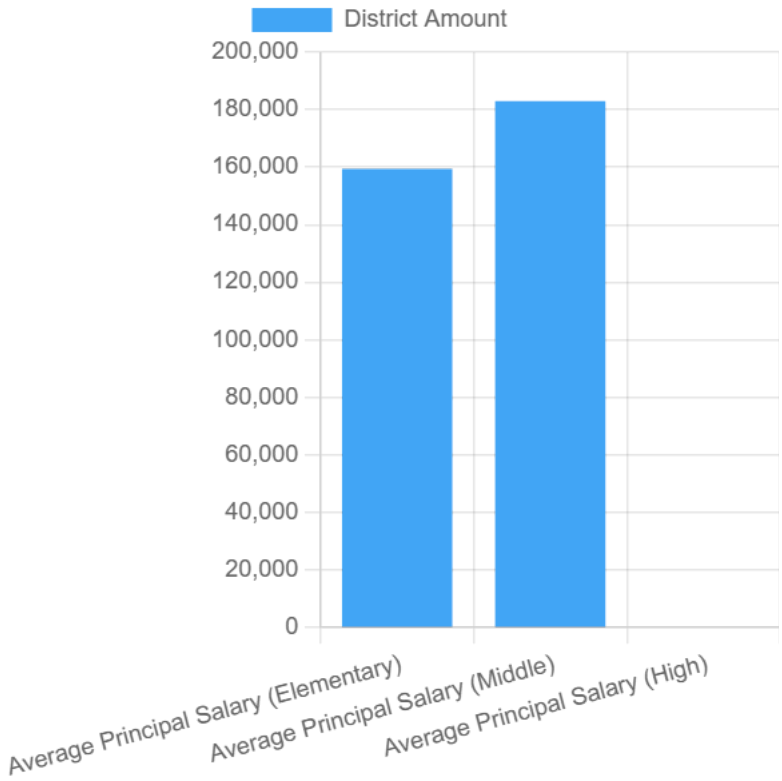
- After School Program

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3