Oak Ridge Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	5920 Bufkin Dr. San Jose, CA , 95123-4308	**Principal:**	Michelle Tsang, Principal
Phone:	(408) 578-5900	**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

Michelle Tsang, Principal

Principal, Oak Ridge Elementary

Contact

Oak Ridge Elementary
5920 Bufkin Dr.
San Jose, CA 95123-4308

Phone: (408) 578-5900
Email: mtsang@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	Oak Ridge Elementary
Street	5920 Bufkin Dr.
City, State, Zip	San Jose, CA , 95123-4308
Phone Number	(408) 578-5900
Principal	Michelle Tsang, Principal
Email Address	mtsang@ogsd.net
Website	https://oakridge.ogsd.net
Grade Span	K-6
County-District-School (CDS) Code	43696256088306

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

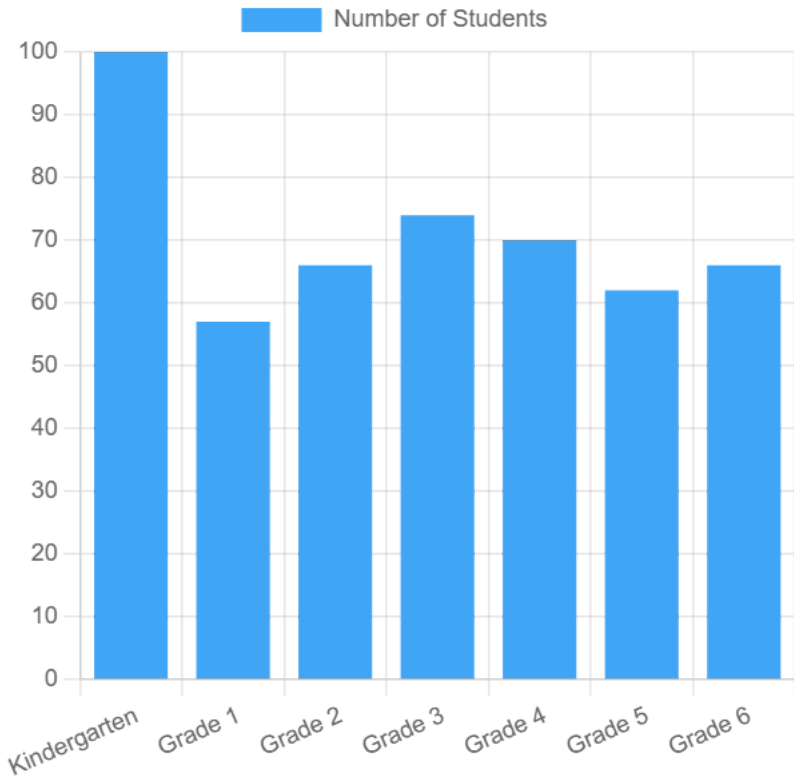
At Oak Ridge School, we believe that every student can achieve at high levels. As our mission states, "Oak Ridge is a safe, welcoming, and inclusive school that fosters a collaborative community of learners ready for the 21st century." Therefore, a fundamental aim of our

educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and
effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and
motivates us all – school, home, and community – to collaborate in ways that

will turn our good intentions into strong results for students.

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	57
Grade 2	66
Grade 3	74
Grade 4	70
Grade 5	62
Grade 6	66
Total Enrollment	495



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

Student Group	Percent of Total Enrollment
Female	46.70%
Male	52.90%
Non-Binary	0.40%
American Indian or Alaska Native	0.60%
Asian	24.20%
Black or African American	4.60%
Filipino	2.20%
Hispanic or Latino	41.00%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	9.10%
White	17.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.20%
Foster Youth	0.60%
Homeless	3.00%
Migrant	0.00%
Socioeconomically Disavantaged	35.80%
Students with Disabilities	20.00%

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)	19.10	82.68%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	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)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	4.00	17.32%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	23.10	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)	19.00	79.17%	358.80	91.45%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	4.17%	2.70	0.70%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.17%	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	3.00	12.50%	15.50	3.96%	14303.80	5.15%
Total Teaching Positions	24.00	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)	18.00	74.57%	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)	1.10	4.68%	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	5.00	20.71%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	24.10	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	1	1.00
Misassignments	0.00	0	0.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	1.10

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	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	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%	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)	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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
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

The completed inspections found the school to be in exemplary condition.

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)	54%	54%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	52%	50%	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	279	269	96.42%	3.58%	53.90%
Female	131	127	96.95%	3.05%	59.84%
Male	148	142	95.95%	4.05%	48.59%
American Indian or Alaska Native	--	--	--	--	--
Asian	66	62	93.94%	6.06%	74.19%
Black or African American	15	15	100.00%	0.00%	60.00%
Filipino	--	--	--	--	--
Hispanic or Latino	116	112	96.55%	3.45%	32.14%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00%	8.00%	78.26%
White	46	46	100.00%	0.00%	67.39%
English Learners	42	36	85.71%	14.29%	22.22%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	103	96.26%	3.74%	38.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	63	61	96.83%	3.17%	13.11%

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	279	273	97.85%	2.15%	50.18%
Female	131	128	97.71%	2.29%	52.34%
Male	148	145	97.97%	2.03%	48.28%
American Indian or Alaska Native	--	--	--	--	--
Asian	66	65	98.48%	1.52%	70.77%
Black or African American	15	15	100.00%	0.00%	60.00%
Filipino	--	--	--	--	--
Hispanic or Latino	116	113	97.41%	2.59%	28.32%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00%	8.00%	73.91%
White	46	46	100.00%	0.00%	56.52%
English Learners	42	41	97.62%	2.38%	17.07%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	107	104	97.20%	2.80%	34.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	63	60	95.24%	4.76%	13.33%

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)	41.79%	38.10%	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	64	63	98.44%	1.56%	38.10%
Female	36	35	97.22%	2.78%	42.86%
Male	28	28	100.00%	0.00%	32.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33%	6.67%	64.29%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00%	0.00%	18.52%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	27.27%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	23.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	25.00%

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.

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	98%	100%	100%	100%	94%

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)

At Oak Ridge, we gather stakeholder input by utilizing online parent surveys and pivoting most of our parent meetings online. Parents continue to engage online in the virtual space and we find that this practice of having our parents and families engage from their home or workplace is a better method to engage parents who typically have not had access to the in-person meetings. We have also brought back in-person meetings which are also well-attended. We find the hybrid style of meeting with some parents online and others in person synchronously is also successful. Presentations to stakeholders also include: Oak Ridge School Staff, Oak Ridge School Instructional Leadership Team, School Site Council, Oak Ridge Home and School Club, Oak Ridge Hispanic Parent Club, Oak Ridge African American Koffee Klatch, and Oak Ridge English Learner Advisory Committee.

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	542	535	61	11.4%
Female	255	249	26	10.4%
Male	285	284	35	12.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	130	129	5	3.9%
Black or African American	24	24	4	16.7%
Filipino	12	12	0	0.0%
Hispanic or Latino	225	222	43	19.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	4	7.8%
White	93	91	5	5.5%
English Learners	93	92	13	14.1%
Foster Youth	--	--	--	--
Homeless	15	15	4	26.7%
Socioeconomically Disadvantaged	201	195	38	19.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	121	27	22.3%

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	0.90	0.73	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)

Oak Ridge strives to provide a safe and healthy environment for our students and staff. Oak Ridge 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 Liaisons, The Academy, Health Clerks, Health Liaisons, 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. Home and School Club, School Site Council, staff, students and Student Council and the community, Safety Checks, Wellness Policy and committee, Bond and Parcel Tax Funding), an emphasis has been in place within the district and throughout the community to ensure that safety is our number one 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. Cleaning Process at Oak Ridge 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 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 Oak Ridge'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.

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: Safety, Connectedness, and Belonging Survey for students in grades 3-6 completed in the Fall and Spring

Strategy 1.2: Provide assemblies around PBIS school-wide expectations and address related culture and climate topics to support students feeling safe and connected at school.

Assessment 1.2: Beginning of the year assemblies completed by September 2025 and mid-year assemblies completed by February 2026.

Strategy 1.3: Provide informational presentations for students in grades 3-6 on cybersafety and cyberbullying to support students feeling safe and connected at school.

Assessment 1.3: Presentations are completed by late spring of 2026

Goal 2:

100% of Oak Ridge staff will be trained in all disaster and emergency protocols (fire, earthquake, evacuation and active shooter). In addition, Oak Ridge will update our school ARCC's so they are up to date in case of an emergency or natural disaster.

Strategy 2.1: Oak Ridge staff and students will practice monthly fire drills on campus. These drills will include how to evacuate the building, where to line up in case of an emergency and where to evacuate off campus. These drills will be conducted during class time, recess and lunch so students have practice during all times of the day.

Strategy 2.2: Oak Ridge students and staff will be taught the protocols for how to respond to an earthquake while at school and evacuate as needed. This drill will provide an opportunity for all staff and students to simulate a disaster response in order to test and evaluate our school's emergency procedures plan.

Strategy 2.3: Oak Ridge students and staff will learn the procedures of a Run, Hide, Defend training drill to respond to an active shooter on campus or in the neighborhood.

Assessment 2.1-2.3: Oak Ridge staff and students will be trained in fire, earthquake, and Run, Hide, Defend drills by October 2025.

Strategy 2.4: Teachers will receive a bin and gallon sized zip lock bags for every student (as well as letters) to go home asking parents to bring snacks to be stored in the ARCC. Update batteries and first aid supplies in the ARCC

Assessment 2.4: Verify items have been delivered and placed in the ARCC by January.

Goal 3:

Provide Mental Health Support for Students.

Strategy 3.1: Mental Health Intern or Social Work Intern support for 4 days a week

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

Strategy 3.2: Individual school strategies such as morning meetings, SEL lessons, restorative practices and circles, and SEL lessons through Second Step curriculum.

Assessment 3.2: Safety, Connectedness, and Belonging Survey results

Baseline Data 3.1-3.3: Spring of 2026, 80% of 3rd-6th grade students feel that they can go to an adult at school for advice, to share good news, or talk about a problem that they might have.

The school safety plan was adopted on October 21, 2025

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

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	21.00	1	3	0
1	22.00	0	3	0
2	23.00	0	2	0
3	25.00	0	2	0
4	34.00	0	0	2
5	30.00	0	2	0
6	24.00	1	2	0
Other**	16.00	3	1	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	1	2	
1	26.00		1	
2	22.00		2	
3	24.00		2	
4	31.00		2	
5	31.00		2	
6	32.00		2	
Other**	18.00	4	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 (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	19.00	1	2	
1	23.00		1	
2	25.00		2	
3	21.00	1	2	
4	29.00		2	
5	29.00		2	
6	30.00		2	
Other**	15.00	4	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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 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)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.50
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	$17168.00	$7916.00	$9252.00	$100647.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	-5.64%	3.14%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-12.78%	1.84%

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

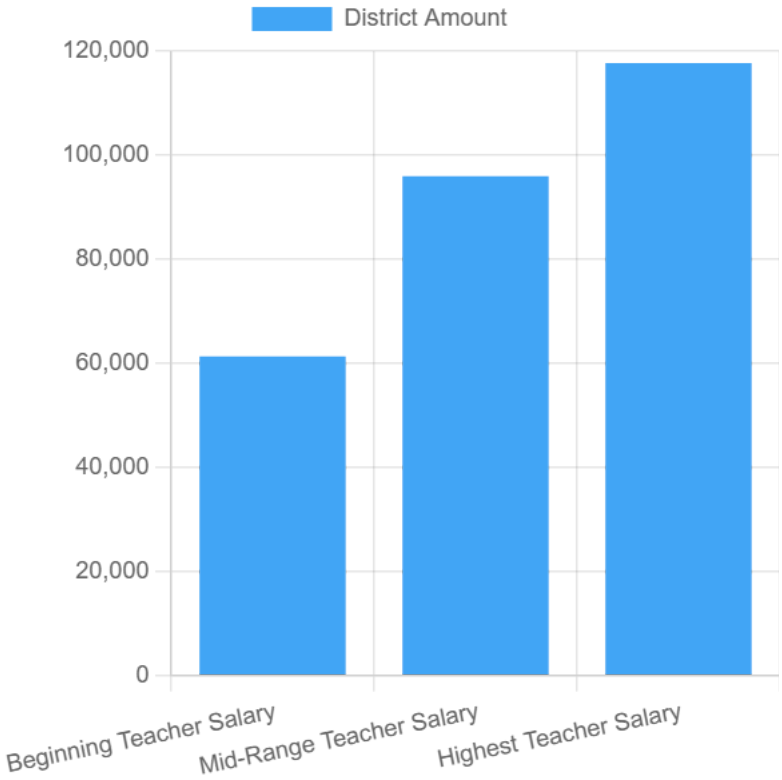
Types of Services Funded (Fiscal Year 2024–25)

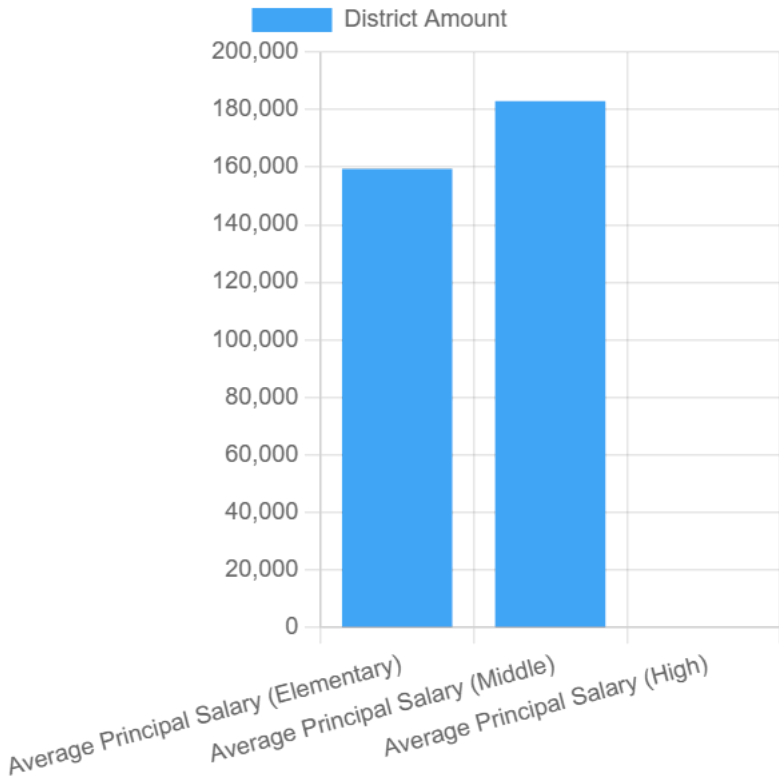
Types of programs services funded through Oak Ridge's SPSA plan include: Planning days so teachers and grade levels can collaborate and backwards map their curriculum, Online programs to support student learning and assessment (RAZ Kids, Reading A-Z, etc.), student supplies and materials, printshop funding so teachers can duplicate materials for classroom use, additional supplemental materials for our special day classrooms (Moving with Math and iReady workbooks) and last but not least, upgraded technology for our teachers to assist them with including more technology in the classroom (i.e. document cameras, projectors and printers).

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