



[SARC Home](#) » Davis (Caroline) Intermediate

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Ginelyn Doldolea-Kudsi, Principal

- Principal, Davis (Caroline) Intermediate

About Our School

Contact

Davis (Caroline) Intermediate
5035 Edenvue Dr.
San Jose, CA 95111-4031

Phone: 408-227-0616

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About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	José Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2020–2021)	
School Name	Davis (Caroline) Intermediate

Street	5035 Edenview Dr.
City, State, Zip	San Jose, Ca, 95111-4031
Phone Number	408-227-0616
Principal	Ginelyn Doldolea-Kudsi, Principal
Email Address	gkudsi@ogsd.net
Website	davis.ogsd.net
County-District-School (CDS) Code	43696256048094

Last updated: 1/8/2021

School Description and Mission Statement (School Year 2020–2021)

Caroline Davis Intermediate School is committed to developing an inclusive, caring educational community in which each individual experiences high levels of academic success. The faculty of Caroline Davis School acknowledges that a successful school community depends on a close partnership among the parents, teachers, and students. We look at meeting the needs of each individual student through a team-teaching approach, which allows us to provide high levels of teaching and learning for all. All students have access to a challenging core curriculum and assessments that are directly aligned to the standards. Instruction incorporates collaboration, creativity, critical thinking, communication, and technology. Teachers, leaders, and staff continuously use data to reflect on student learning and engage in meaningful collaboration through the Professional Learning Community process to improve and target best instructional practices. Our Instructional Coaches are experts in the field of English language acquisition and literacy. Through targeted support and specific coaching cycles, all staff are able to deepen their understanding of differentiated instruction in order to provide culturally appropriate curriculum so that all students can engage and have access, to achieve academic success. At Davis, all students are members of a shared roster team which allows teachers and support staff to know them well and to create pathways to interventions, advanced coursework, and family support in a timely manner. Learning occurs in a safe environment that supports their socio-emotional needs. When students' emotional, social and academic needs are met, they are free to focus on creating a pathway to college and career readiness.

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

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

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language

proficiency for EL.

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

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

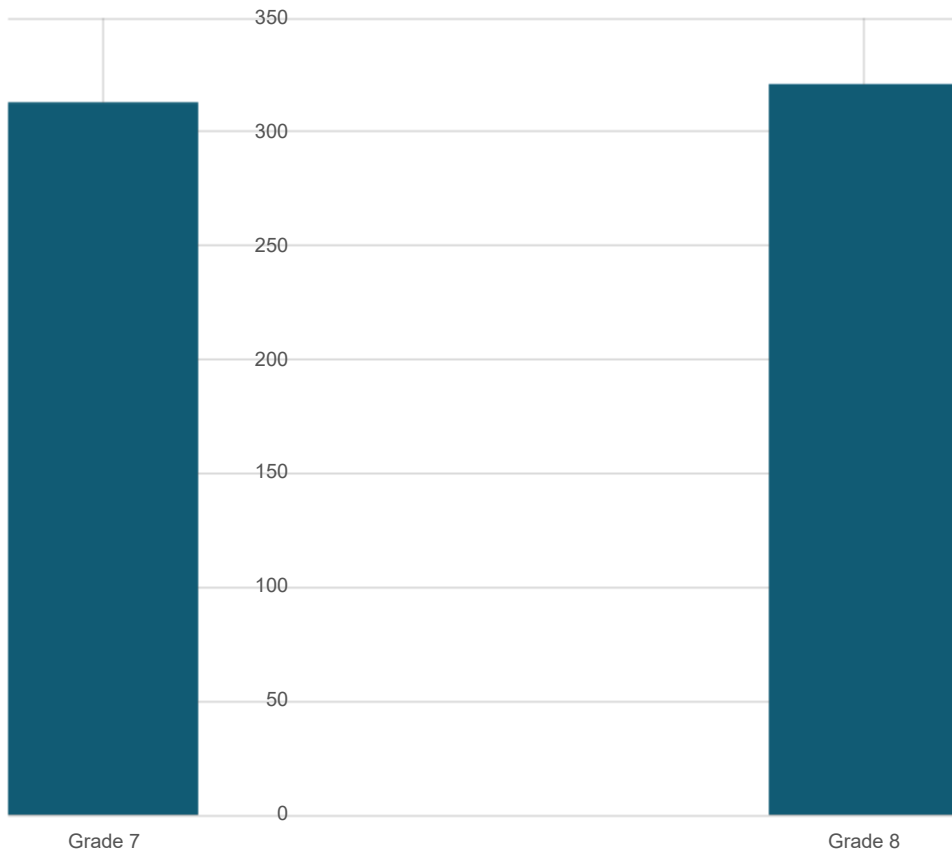
Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

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

Last updated: 1/8/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 7	Grade 8	Total Enrollment
Number of Students	313	321	634



Last updated: 1/8/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	4.40 %	0.60 %	19.70 %	2.10 %	65.00 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	63.70 %	36.10 %	16.10 %	0.50 %	

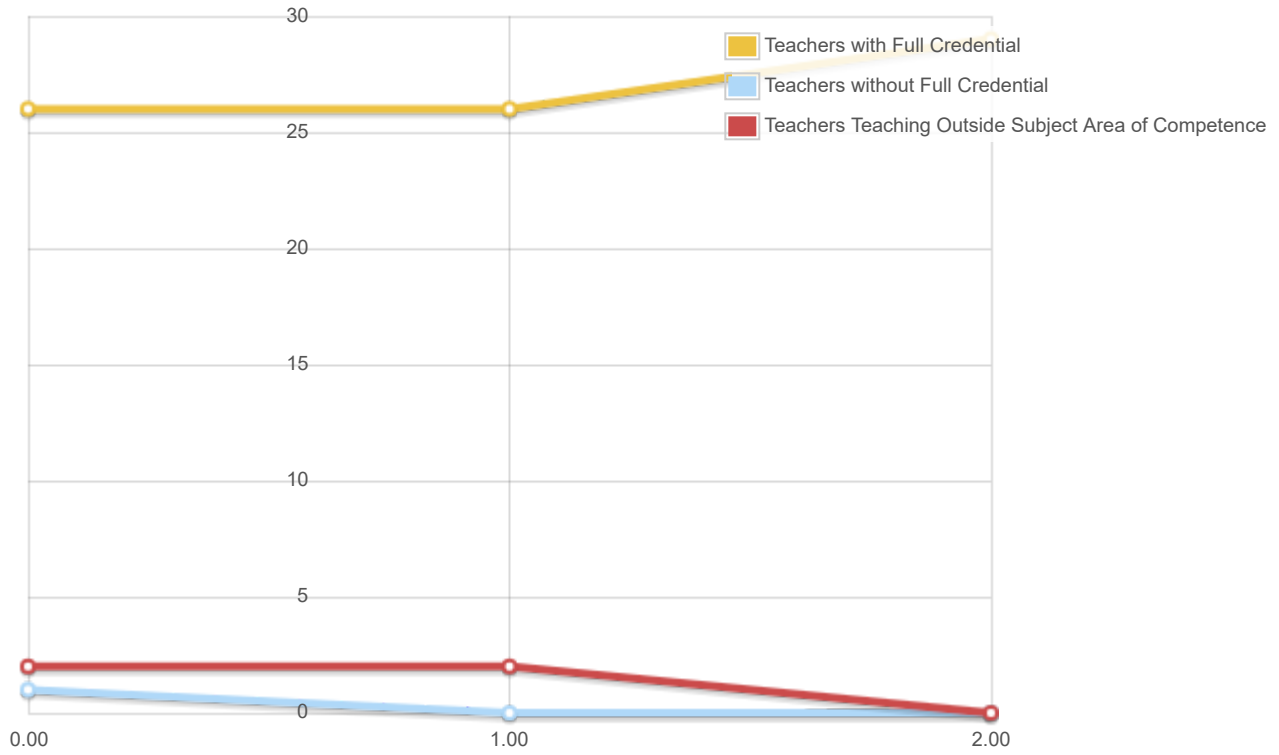
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

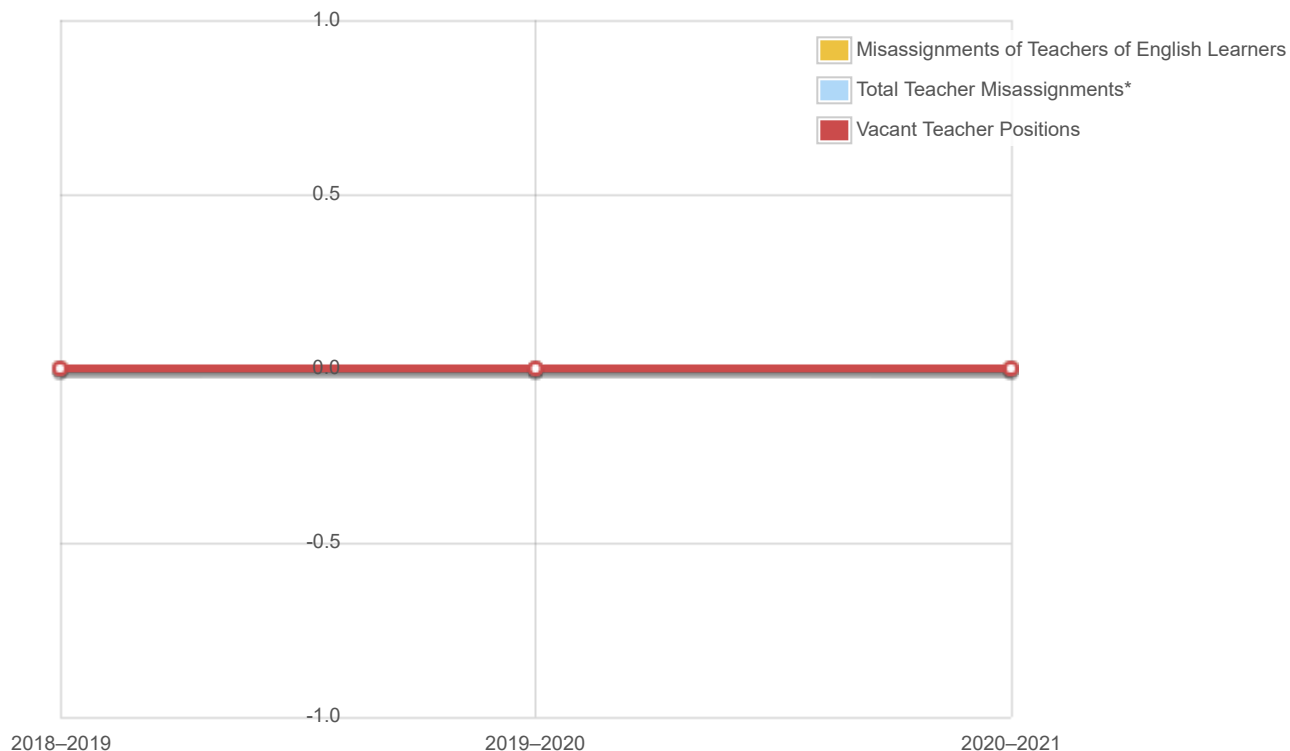
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	26	26	29	427
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	0	2



Last updated: 1/8/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-8: Expeditionary Learning Adopted 2015	Yes	0.00 %
Mathematics	6-8: College Prep Math (CPM) Adopted 2015	Yes	0.00 %
Science	6-8 Prentice Hall Adopted 2007	No	0.00 %
History-Social Science	6-8 Discovery Adopted 2019	Yes	0.00 %
Foreign Language			0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2021

School Facility Conditions and Planned Improvements

During the fit inspection we found a couple restroom issues. Everything else was in good condition. The overall site was in "Good condition"

Last updated: 1/7/2021

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 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No issues.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Good	No issues.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One restroom partition door issue and one urinal leak. Work orders were created for repairs.
Safety: Fire Safety, Hazardous Materials	Good	No issues.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	No issues
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
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Last updated: 1/7/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	45%	N/A	50%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	34%	N/A	42%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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.

Last updated: 1/8/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	37	N/A	40	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/8/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/8/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/8/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

COVID-19 and sheltering in place has impacted our community at Davis. It has required access to broadband and computers for online education. Students and families have had to rely on resources at home to continue learning remotely. Teachers have had to adapt to the varying modes of delivery of instruction and teaching. All staff, students and parents have had to adjust the ways in which to engage and communicate in the virtual setting as opposed to in-person. We are utilizing ParentSquare posts, Virtual Parent Meetings, and Virtual Office Hours to communicate and update our community under distance learning.

Increase communications with our families through utilization of a variety of digital communication systems (ParentSquare, Infinite Campus). We are utilizing Community Liaisons can assist in outreach to parents to increase involvement and communications. We continue to involve parents in school decisions and input through various parent committees. There is continued collaboration with School Linked Services so that various agencies can provide workshop topics that are relevant to our parents. We are all hosting parent meetings virtually via Google meet. All links are sent home in online newsletters and ParentSquare. Parent Square is used daily/weekly for class and school wide announcements. Social media sites like Facebook, Twitter, Instagram are utilized to share important information.

Last updated: 1/8/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017–2018	9.67%	0.00%
School 2018–2019	11.50%	0.00%
District 2017–2018	2.90%	0.00%
District 2018–2019	2.80%	0.00%
	3.50%	0.10%
	3.50%	0.10%

State 2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.70%	0.00%
District 2019–2020	1.20%	0.00%
	--	--

State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020–2021)

School safety is the number one priority in Oak Grove School District. Each year's goals relating to school safety and for preventing the use of tobacco, drugs, alcohol, and school violence are established by the Student Services Advisory Committee and submitted to the State of California. The Safe School Action Plan was developed through the work of the Safe School Committee and is based on the surveys administered to students, staff, and community. Last year our goals also included improving our disaster preparedness, as well as balancing the school discipline plans with positive incentives as we continue to implement Positive Behavior Interventions and Supports (PBIS). The Davis Staff continues to work to improve preparation for disasters by conducting Run, Hide, Defend drills and Simulated Emergency Disaster Drills. Students also learn the dangers of tobacco, drugs, and alcohol in physical education and science classes. In addition, positive discipline is a school-wide focus with students participating in School-wide Behavior Expectation Assemblies as well as positive incentive programs such as Student Awards Assemblies and Honor Roll Awards. PBIS Rallies normally occur four times a year and celebrates excellent behavior, and academic success, and helps to create a positive and inclusive school culture. At this time, spirit week activities, student clubs, and leadership opportunities have continued to take place virtually and are available for students to increase positive engagement, connection, and safety in school, even at a distance. The School Site Council, which consists of parents and teacher representatives, reviewed and updated the Safe School Action plan in January 2021.

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes * 1-20								

Number of Classes * 21-32 * Number of classes indicates how many classes fall into each size category (a range of total students per class).
Number of Classes * 33+ ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–

2019)

K	1	2	3	4	5	6	Other**

Grade Level

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

Average Class Size

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

Number of Classes *

1-20

Average Class Size and Class Size Distribution (Elementary) School Year (2019–

Number of Classes *

21-32

2020)

Number of Classes *

1-20

Grade Level

K 1 2 3 4 5 6 Other**

Average Class Size

Number of Classes *

1-20

Number of Classes *

21-32

Number of Classes *

33+

* 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.

Last updated: 1/8/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	22.00	23.00	30.00	31.00
Number of Classes * 1-22	14	9	2	2
Number of Classes * 23-32	10	13	9	8
Number of Classes * 33+	4	3	9	9

Number of Classes *

33+

* 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 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	24.00	25.00	30.00	30.00
Number of Classes * 1-22	13	9	4	3
Number of Classes * 23-32	5	11	5	8
	7	4	11	8

**Number of Classes *
33+** * 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 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	26.00	29.00	32.00	33.00
Number of Classes * 1-22	5	2		
			9	5
Number of Classes * 23-32	15	15		
	3	3	10	14

**Number of Classes *
33+**

* 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: 1/8/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	147.4

*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.

Last updated: 1/8/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

Last updated: 1/8/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14226.00	\$4171.00	\$10055.00	\$81727.00
District	N/A	N/A	\$8430.00	\$85351.00
Percent Difference – School Site and District	N/A	N/A	11.39%	-2.90%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	11.39%	-1.90%

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

Last updated: 1/8/2021

Types of Services Funded (Fiscal Year 2019–2020)

Our school funds various staff and programs through our budgets and grants so that students are provided opportunities that benefit them academically, and socio-emotionally. We fund additional hours daily for a library clerk so that students have access to grade-level fiction and non-fiction text. The additional hours allow the clerk to be available through lunchtime so students have a safe place to access Chromebooks and appropriate reading materials. We purchase instructional materials, including the purchase of office supplies and classroom materials that can be used for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource fused for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource for literacy. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, and magazines) and can be distributed as needed. We provide additional support by providing online tutoring and homework centers for identified students after school. We use funds towards a second instructional assistant to support our English Language Development program at Davis. This instructional assistant is also assigned to core academic classes to assist our newcomers and provide translation as needed. Our ELD teachers have additional planning days in order to attend trainings in order to improve teaching practices and increase knowledge of English Language Development strategies. We provide additional co-teaching opportunities so that our students with disabilities are able to have additional support in their core general education classes. Second Step licenses and curriculum online are available with a Social Emotional focus. Teachers and staff have access to Nearpod, which also has social-emotional resources. We fund an additional counselor providing tele-health counseling from Almaden Valley Counseling Center, a private, non-profit organization that provides counseling to students who are referred for various social-emotional issues and concerns. We also fund "The Art of Yoga Project", a trauma-informed program to give at-risk students the necessary tools for healing, better decision-making, and life-long wellness. The yoga teachers provide online resources and a weekly online yoga class for some of our students.

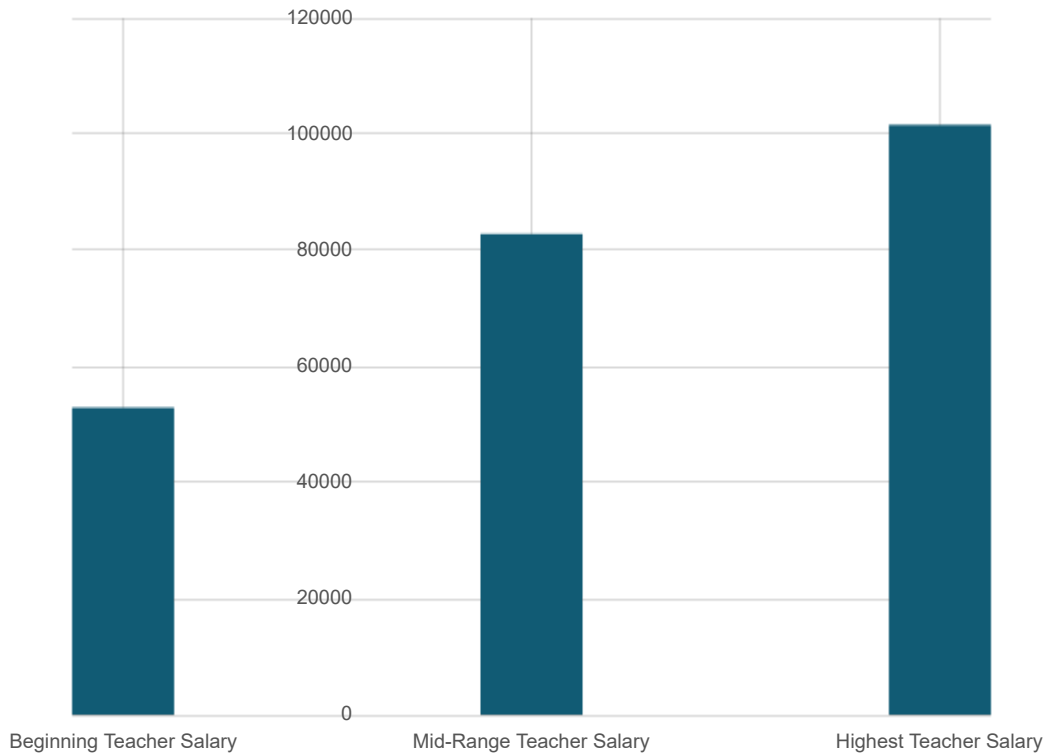
Last updated: 1/8/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

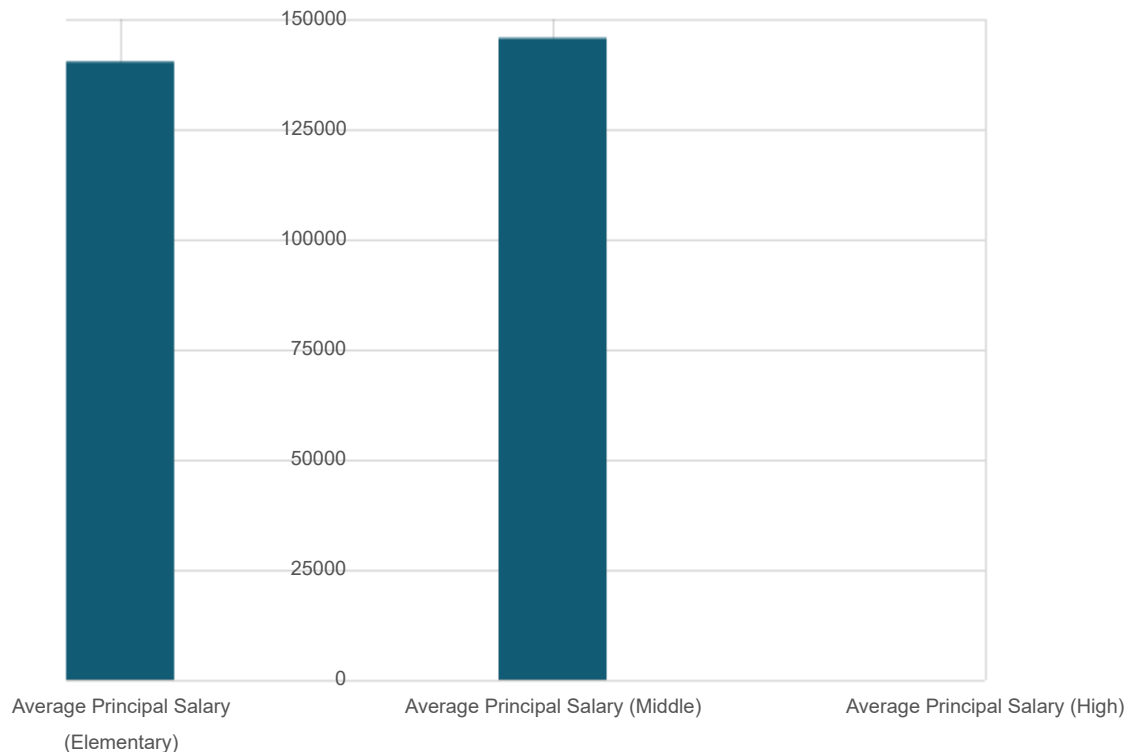
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$51,004
Mid-Range Teacher Salary	\$82,818	\$82,919
Highest Teacher Salary	\$101,605	\$104,604
Average Principal Salary (Elementary)	\$140,343	\$131,277
Average Principal Salary (Middle)	\$145,697	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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