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Davis (Caroline) Intermediate

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

About   Conditions   Outcomes   Engagement   Other

Address:

5035 Edenview Dr.
San Jose, CA , 95111-4031

Principal:

Ginelyn Doldolea-Kudsi, Principal

Phone:

(408) 227-0616

Grade Span:

7-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Ginelyn Doldolea-Kudsi, Principal

Principal, Davis (Caroline) Intermediate

About Our School

Contact

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

Phone: (408) 227-0616
Email: gkudsi@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

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

http://davis.ogsd.net

County-District-School (CDS) Code

43696256048094

Last updated: 1/25/22

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

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 Intermediate 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: 1/25/22

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

Grade Level	Number of Students
Grade 7	293
Grade 8	315
Total Enrollment	608
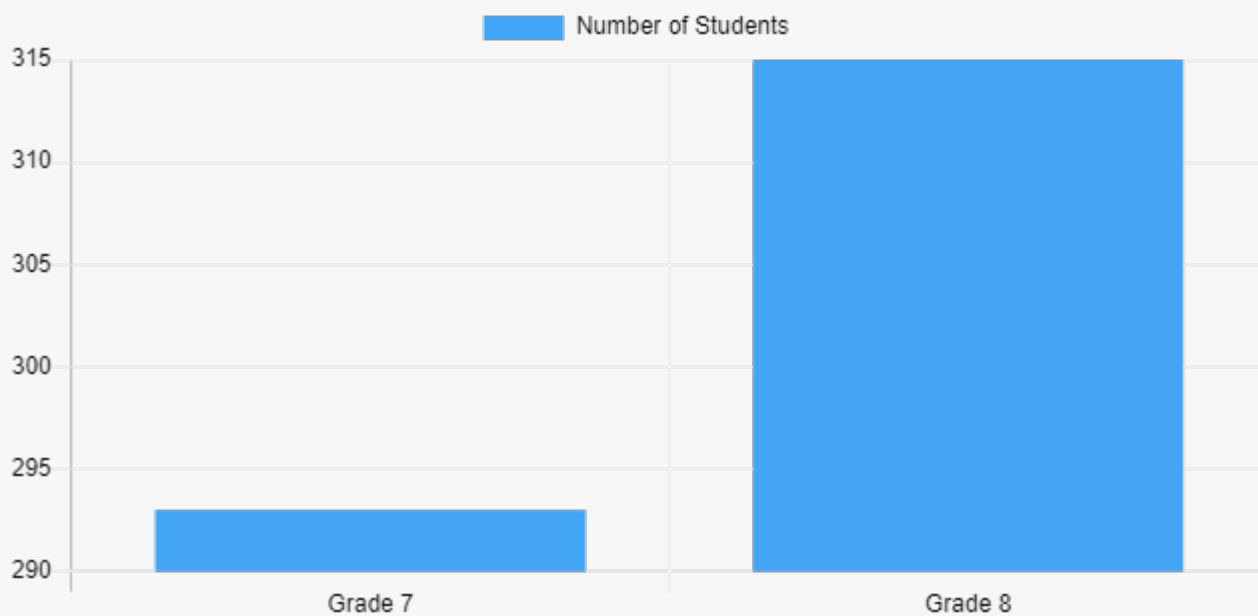
Last updated: 1/25/22

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

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	19.90%
Black or African American	3.10%
Filipino	2.30%
Hispanic or Latino	64.80%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	3.30%
White	5.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.90%
Foster Youth	0.50%
Homeless	0.30%
Migrant	0.50%
Socioeconomically Disavantaged	52.10%
Students with Disabilities	15.80%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3-8: Expeditionary Learning	Yes	0%
Mathematics	6-8: College Prep Math (CPM)	Yes	0%
Science	6-8 Prentice Hall	No	0%
History-Social Science	6-8 Discovery Education	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

The maintenance staff completed the FIT inspection in January 2022. The overall rating for the site is Exemplorary. There were very minor work orders generated to address normal wear and tear items.

Last updated: 1/27/22

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed.
Interior: Interior Surfaces	Good	Work order generated to adjust door swing and repair marked flooring tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed.
Electrical: Electrical	Good	Work order generated to repalce bad ballast.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action needed.
Safety: Fire Safety, Hazardous Materials	Good	No action needed.
Structural: Structural Damage, Roofs	Good	No action needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No action needed.

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/27/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
      1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most

viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year

data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/25/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	606	NT	NT	NT	NT
Female	285	NT	NT	NT	NT
Male	321	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	121	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	395	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	206	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0

Student Group	Total Enrollment				
Socioeconomically Disadvantaged	360	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	101	NT	NT	NT	NT

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	606	NT	NT	NT	NT
Female	285	NT	NT	NT	NT
Male	321	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	121	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	395	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	206	NT	NT	NT	NT

Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	101	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	598	500	84	16	46
Female	282	232	82	18	50
Male	316	268	85	15	43
American Indian or Alaska Native	3	2	67	33	50
Asian	119	115	97	3	74
Black or African American	18	13	72	28	38
Filipino	23	21	91	9	62
Hispanic or Latino	387	306	79	21	33

Native Hawaiian or Pacific Islander	4	4	100	0	50
Two or More Races	14	12	86	14	35
White	30	27	90	10	63
English Learners	199	166	83	17	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	74	81	19	28
Students Receiving Migrant Education Services	12	10	83	17	10
Students with Disabilities	104	95	91	9	6

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	598	469	78	22	36
Female	282	223	79	21	36

Male	316	246	78	22	36
American Indian or Alaska Native	3	2	67	33	50
Asian	119	109	92	8	74
Black or African American	18	12	67	33	17
Filipino	23	21	91	9	48
Hispanic or Latino	387	285	74	26	21
Native Hawaiian or Pacific Islander	4	4	100	0	25
Two or More Races	14	11	79	21	25
White	30	25	83	17	36
English Learners	199	146	73	27	11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	71	78	22	23
Students Receiving Migrant Education Services	12	10	83	17	0
Students with Disabilities	99	82	83	17	4

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/27/22

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/27/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	312	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	64	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	208	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT

White	13	NT	NT	NT	NT
English Learners	104	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	186	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	55	NT	NT	NT	NT

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

Last updated: 1/27/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

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 as we adjust to Covid 19 procedures and protocols.
We are utilizing ParentSquare posts, Virtual Parent Meetings, and Virtual Office Hours to communicate and update our community. We have increased 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 such as our School Site Council. There is continued collaboration with School Linked Services so that various agencies can provide workshop
topics that are relevant to our parents. We are 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.

State Priority: Pupil Engagement

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

- High school dropout rates; and

- High school graduation rates
- Chronic Absenteeism

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	629	619	109	17.6
Female	293	291	49	16.8
Male	336	328	60	18.3
American Indian or Alaska Native	122	122	4	18.3
Asian	4	3	2	66.7
Black or African American	20	19	2	10.5
Filipino	14	14	1	7.1
Hispanic or Latino	411	404	90	22.3
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	21	20	5	25.0
White	33	33	5	15.2
English Learners	218	217	40	18.4
Foster Youth	3	3	1	33.3
Homeless	11	10	5	50.0
Socioeconomically Disadvantaged	377	371	79	21.3
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	107	106	30	28.3

Last updated:

State Priority: School Climate

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

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

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	11.48%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.62%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/25/22

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

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. Our goals include establishing systems and protocols to maintain the safety of all students and staff as open schools during the COVID pandemic, and that we will update the Emergency ARCC container to ensure adeuqate necessary supplies in the event of an emergency, and that we provide mental health supports for our students. 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, in-person PBIS rallies has been paused due to Covid-protocols but spirit week activities, student clubs, and leadership opportunities have continued to take place and are available for students to increase positive engagement, connection, and safety in school. The School Site Council, which consists of parents, administration, staff and teacher representatives, reviewed and updated the Safe School Action plan on January 20, 2022.

Last updated: 1/25/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	24.00	13	5	7
Math	25.00	9	11	4
Science	30.00	4	5	11
Social Science	30.00	3	8	8

* 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	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	26.00	5	15	3
Math	26.00	2	15	3
Science	32.00		9	10
Social Science	33.00		5	14

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00	5	10	5
Math	27.00	4	14	2
Science	34.00		3	15
Social Science	32.00		8	11

Last updated: 1/25/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	184.2

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	1.00
Social Worker	1.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	0.00
Other	0.00

Last updated: 12/31/99

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13576.00	$3847.00	$9729.00	$75432.00
District	N/A	N/A	$8460.00	$85750.00
Percent Difference –	N/A	N/A	9.09%	-8.72%

School Site and District				
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	9.21%	-8.81%

Last updated: 1/25/22

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

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

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 coteaching 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 telehealth 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.
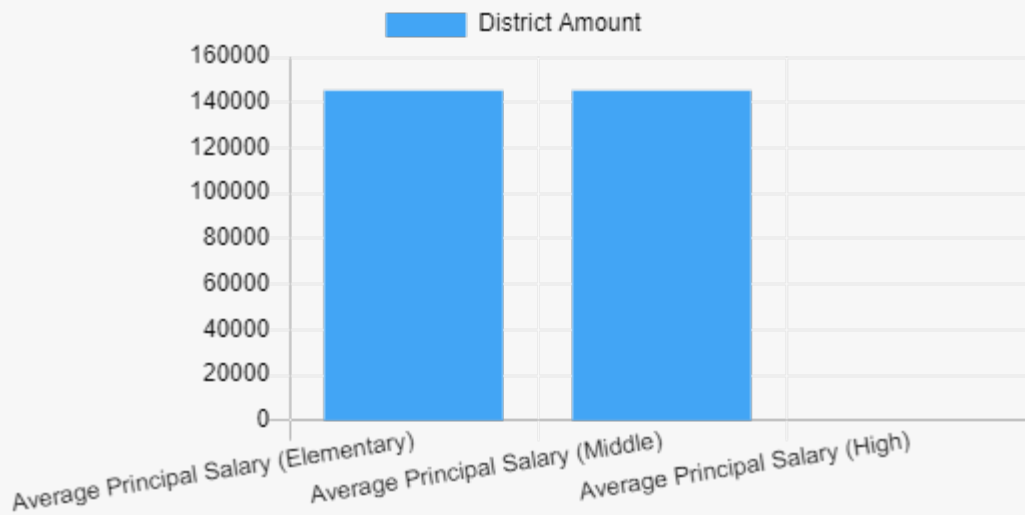
Last updated: 1/25/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53709.00	$52060.00
Mid-Range Teacher Salary	$84060.00	$84043.00
Highest Teacher Salary	$103129.00	$107043.00
Average Principal Salary (Elementary)	$141017.00	$133582.00
Average Principal Salary (Middle)	$145187.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$298043.00	$240628.00
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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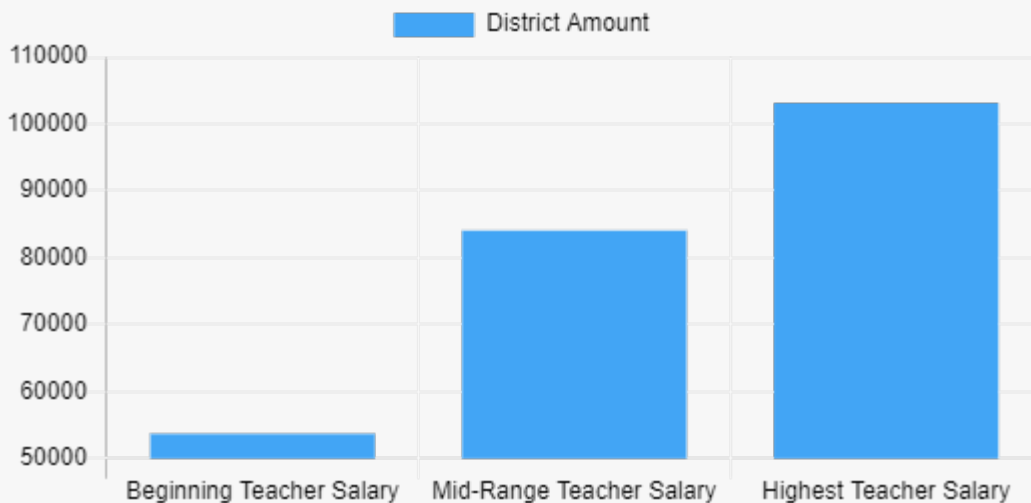
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/25/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and	3	3	3

Continuous Improvement

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--

Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: iReady Diagnostic Reading Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

	Percent

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	At or Above Grade Level
LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40
Two or More Races	293	284	97	3	70
White	910	876	96	4	68
English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: iReady Diagnostic Math Assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41
Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36
Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21
Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education Services	46	42	91	9	13
Students with Disabilities	814	721	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

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