

Davis (Caroline) Intermediate
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 5035 Edenvue Dr.
San Jose, CA , 95111-
4031

Principal: Ginelyn Doldolea-Kudsi

Phone: (408) 227-0616

Grade
Span:

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

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

DataQuest

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

California School Dashboard

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

measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Ginelyn Doldolea-Kudsi

📍 Principal, Davis (Caroline) Intermediate

About Our School

Contact

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

Phone: [\(408\) 227-0616](tel:(408)227-0616)
Email: gkudsi@ogsd.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oak Grove Elementary
Phone Number	(408) 227-0616
Superintendent	Manzo, José
Email Address	jmanzo@ogsd.net
Website	http://davis.ogsd.net

School Contact Information (School Year 2022–23)

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
Email Address	gkudsi@ogsd.net
Website	http://davis.ogsd.net
County-District-School (CDS) Code	43696256048094

Last updated: 1/25/23

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

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 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. 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.

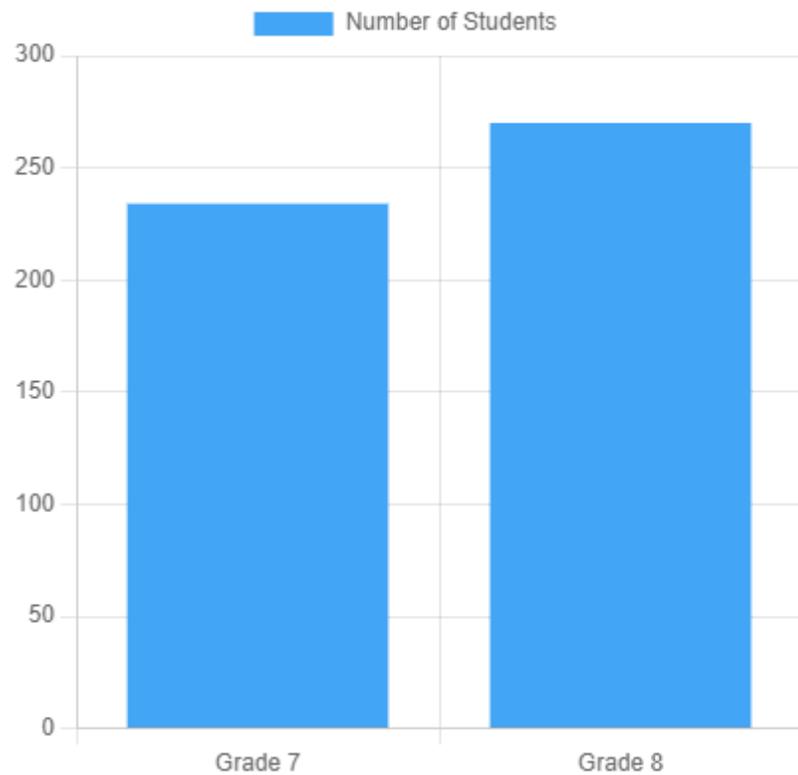
Goal 6 - We will actively engage parents and community members in supporting

the implementation of
CCSS instruction and providing input to program decisions.

Last updated: 1/25/23

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

Grade Level	Number of Students
Grade 7	234
Grade 8	270
Total Enrollment	504



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

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

Student Group	Percent of Total Enrollment
Female	43.10%
Male	56.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	18.80%
Black or African American	2.60%
Filipino	4.80%
Hispanic or Latino	65.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	38.30%
Foster Youth	0.20%
Homeless	0.40%
Migrant	1.60%
Socioeconomically Disadvantaged	51.20%
Students with Disabilities	15.70%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.60%
White	5.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	81.78	385.40	91.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.15	8.30	1.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	0.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	6.57	3.10	0.74	12115.80	4.41
Unknown	2.90	10.40	22.40	5.32	18854.30	6.86
Total Teaching Positions	28.70	100.00	420.90	100.00	274759.10	100.00

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

Last updated: 1/25/23

Teacher Preparation and Placement (School Year 2021–22)

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

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

Last updated: 1/25/23

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

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

Last updated: 1/11/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.90	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	

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

Last updated: 1/11/23

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	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: 1/25/23

School Facility Conditions and Planned Improvements

Davis Intermediate underwent a large site and mechanical system upgrade in the past 10 years. The site is comprised of several classroom buildings, administration building, counseling center, and multipurpose room.

The overall condition was found to be in Good condition. Several work orders have been generated to replace ceiling tiles, complete relamps, and address floor care. The District looks forward to future modernization of the campus with the recent passing of Bond Measure P.

Last updated: 2/1/23

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Work order generated for the flooring at the administration building.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work order generated for the flooring care
Electrical: Electrical	Fair	Work orders generated to address light outs and a damaged receptacle.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds,	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Windows/Doors/Gates/Fences		

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/1/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	30%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	26%	N/A	41%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–

21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	509	492	96.66	3.34	29.63
Female	221	213	96.38	3.62	32.55
Male	288	279	96.88	3.12	27.37
American Indian or Alaska Native	0	0	0	0	0
Asian	94	92	97.87	2.13	56.04
Black or African American	14	11	78.57	21.43	10.00
Filipino	24	24	100.00	0.00	75.00
Hispanic or Latino	331	321	96.98	3.02	16.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	40.00
White	26	26	100.00	0.00	56.00
English Learners	184	180	97.83	2.17	5.62
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	257	244	94.94	5.06	23.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	69	94.52	5.48	1.49

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of

students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/25/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	509	493	96.86	3.14	26.17
Female	221	213	96.38	3.62	22.07
Male	288	280	97.22	2.78	29.29
American Indian or Alaska Native	0	0	0	0	0
Asian	94	92	97.87	2.13	66.30
Black or African American	14	11	78.57	21.43	9.09
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	331	323	97.58	2.42	10.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	50.00
White	26	26	100.00	0.00	50.00
English Learners	184	180	97.83	2.17	9.44
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	257	246	95.72	4.28	18.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	71	97.26	2.74	5.63

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number

of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/25/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	NT	23.19	NT	36.27	28.72	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/25/23

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	265	97.07	2.93	23.19
Female	123	117	95.12	4.88	18.80
Male	150	148	98.67	1.33	26.71
American Indian or Alaska Native	0	0	0	0	0
Asian	55	54	98.18	1.82	44.44
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	170	166	97.65	2.35	10.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	41.18
English Learners	89	86	96.63	3.37	2.35
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	137	96.48	3.52	15.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	2.63

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

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

The formula for the participation rate (percent) of students meeting each of the five FITNESSGRAM Components, by grade is:

(The number of students who participated in the FITNESSGRAM Component)
 – divided by –
 (The total number of students enrolled at time of testing)

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5					
7	99%	99%	63%	97%	63%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

We are utilizing ParentSquare posts, 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. All links are sent home in online newsletters and ParentSquare. Parent Square is used daily/weekly for class and schoolwide 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	541	185	34.2
Female	244	235	81	34.5
Male	316	306	104	34.0
American Indian or Alaska Native	0	0	0	0.0
Asian	99	97	10	10.3
Black or African American	15	15	7	46.7
Filipino	25	25	2	8.0
Hispanic or Latino	368	357	153	42.9
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	16	14	4	28.6
White	30	27	7	25.9
English Learners	215	208	69	33.2
Foster Youth	4	4	3	75.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	301	290	119	41.0
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	89	85	42	49.4

Last updated: 1/25/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	1.62%	0.84%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	6.43%	0.02%	2.08%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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

Last updated: 1/25/23

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.43	0.00
Female	5.33	0.00
Male	7.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	2.02	0.00
Asian	0.00	0.00
Black or African American	20.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	3.33	0.00
English Learners	7.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.61	0.00

Last updated: 1/25/23

School Safety Plan (School Year 2022–23)

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, and that we will update the Emergency ARCC container to ensure adequate 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. 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 25, 2023.

Last updated: 1/25/23

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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	5	15	3
Mathematics	29.00	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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	5	10	5
Mathematics	28.00	4	14	2
Science	34.00		3	15
Social Science	32.00		8	11

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	2	5	8
Mathematics	23.00	10	9	
Science	28.00	3	11	4

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Social Science	26.00	6	13	

* 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: 1/25/23

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

Title	Ratio
Pupils to Academic Counselor*	219.13

* 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: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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.

Last updated: 1/25/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13150.00	\$4543.00	\$8607.00	\$83420.00
District	N/A	N/A	\$7501.00	\$86461.00
Percent Difference – School Site and District	N/A	N/A	8.95%	-2.40%
State	N/A	N/A	\$6593.62	\$87271.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	16.91%	-3.03%

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

Last updated: 2/1/23

Types of Services Funded (Fiscal Year 2021–22)

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 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 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 yoga class for some of our students. We fund additional hours daily for a wellness center so that students have access to a safe space to decompress and regulate emotions as needed.

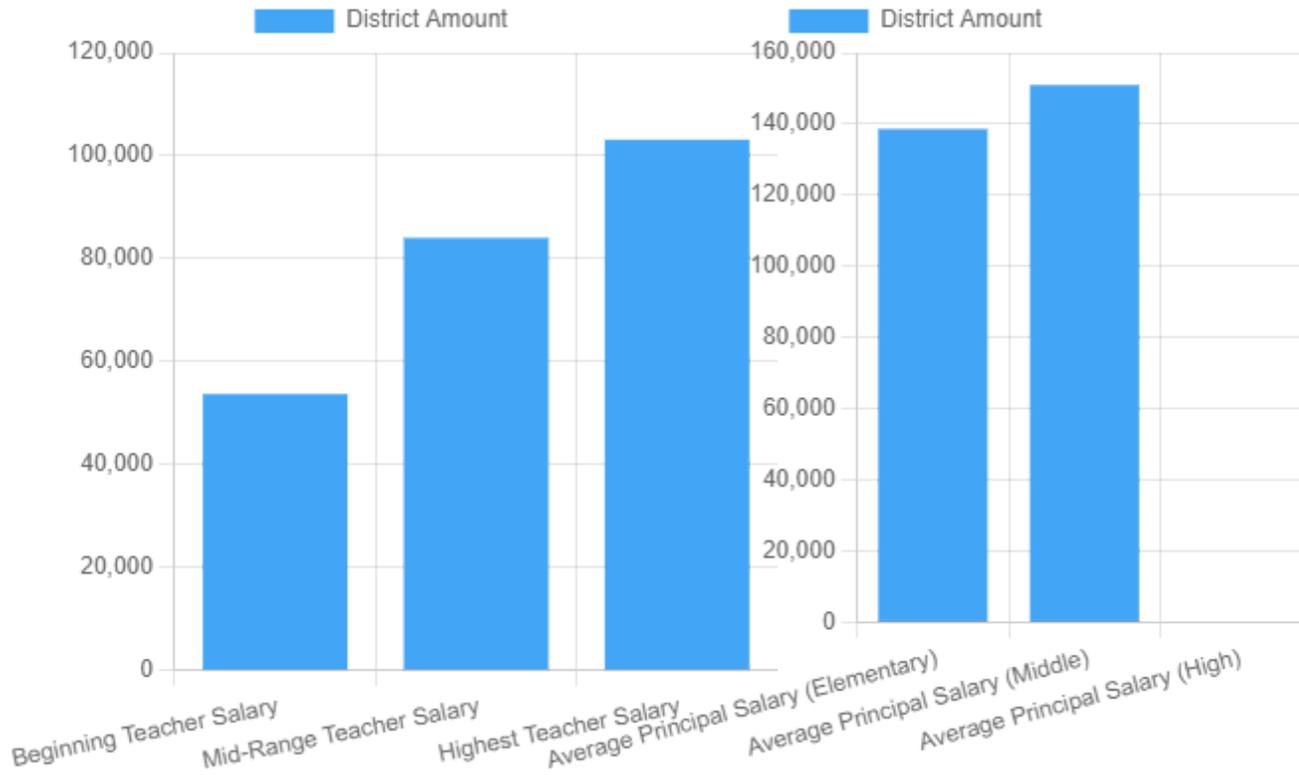
Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52640.75
Mid-Range Teacher Salary	\$84060.00	\$83981.39
Highest Teacher Salary	\$103129.00	\$107521.97
Average Principal Salary (Elementary)	\$138613.00	\$136246.56
Average Principal Salary (Middle)	\$150958.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$298043.00	\$242165.89

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	35.24%	34.07%
Percent of Budget for Administrative Salaries	5.13%	5.47%

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



Last updated: 1/25/23

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

Percent of Students in AP Courses

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

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

Last updated: 1/25/23

Professional Development

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

Last updated: 1/25/23

