Davis (Caroline) Intermediate
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

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 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

 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 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oak Grove Elementary
Phone Number	(408) 227-8300
Superintendent	Manzo, Jos,
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

School Contact Information (School Year 2023–24)

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: 1/23/24

School Description and Mission Statement (School Year 2023–24)

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 ELD Specialists/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

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	277
Grade 8	245
Total Enrollment	522
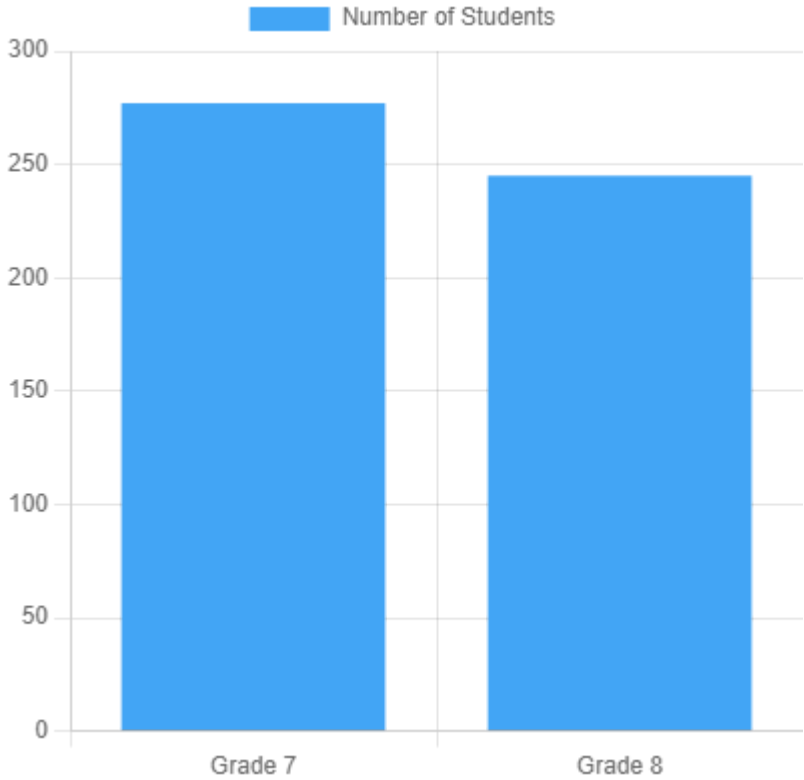
Last updated: 1/23/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.10%
Male	52.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	16.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.10%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.20%

Student Group	Percent of Total Enrollment
Black or African American	3.60%
Filipino	3.80%
Hispanic or Latino	69.50%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.10%
White	3.80%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disavantaged	55.20%
Students with Disabilities	14.60%

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/Incomplete/NA	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: 1/23/24

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)	26.10	93.43%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.70	2.68%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.18%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.70	2.68%	17.60	4.28%	15831.90	5.67%
Total Teaching Positions	28.00	100.00%	412.30	100.00%	279044.80	100.00%

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

Last updated: 1/23/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.90	0.00

Last updated: 11/2/23

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%	0.6%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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	TK-8: Twig Science	Yes	0
History-Social Science	6-8: Discovery Education	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

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.

At the time of the inspection, the District found the site to be in Exemplary condition. There are minor work orders to address temperature set points,

fixtures, and a small number of lights out. The District looks forward to modernizing the campus in the coming years.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Minor work order to adjust temperature set points for HVAC system.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Minor work orders to relamp lights.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Minor work orders to address slightly leaking faucets.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Exemplary

Last updated: 2/1/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	30%	29%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	26%	24%	41%	41%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: ELA and Mathematics test results include the Smarter Balanced Summative 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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/24/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	525	510	97.14%	2.86%	29.02%
Female	248	238	95.97%	4.03%	31.09%
Male	277	272	98.19%	1.81%	27.21%
American Indian or Alaska Native	--	--	--	--	--
Asian	84	84	100.00%	0.00%	61.90%
Black or African American	18	17	94.44%	5.56%	17.65%
Filipino	21	21	100.00%	0.00%	57.14%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	366	353	96.45%	3.55%	17.85%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	50.00%
White	20	19	95.00%	5.00%	63.16%
English Learners	186	179	96.24%	3.76%	4.47%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	299	291	97.32%	2.68%	24.05%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	69	94.52%	5.48%	7.25%

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 CAA divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	527	516	97.91%	2.09%	23.50%
Female	249	243	97.59%	2.41%	20.16%
Male	278	273	98.20%	1.80%	26.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	84	84	100.00%	0.00%	52.38%
Black or African American	18	17	94.44%	5.56%	6.25%
Filipino	21	21	100.00%	0.00%	57.14%
Hispanic or Latino	368	359	97.55%	2.45%	13.37%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00%	0.00%	33.33%
White	20	19	95.00%	5.00%	63.16%
English Learners	188	182	96.81%	3.19%	6.59%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	300	293	97.67%	2.33%	19.18%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	73	70	95.89%	4.11%	8.57%

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 CAA divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	23.19%	20.25%	36.27%	35.97%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/23/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	239	96.76%	3.24%	20.08%
Female	109	105	96.33%	3.67%	17.14%
Male	138	134	97.10%	2.90%	22.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	38	38	100.00%	0.00%	47.37%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	53.85%
Hispanic or Latino	173	166	95.95%	4.05%	8.43%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	96	96.97%	3.03%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	138	132	95.65%	4.35%	18.18%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29%	5.71%	6.06%

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

Career Technical Education (CTE) Programs (School Year 2022–23)

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/23/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/23/24

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 2022–23)
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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/23/24

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 2023–24)

We are utilizing ParentSquare posts, Parent Meetings, Principal Memos, and Principal Meet & Greets 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 and Instagram are utilized to share activities and 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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	577	557	188	33.8%
Female	279	268	106	39.6%
Male	298	289	82	28.4%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	90	88	8	9.1%
Black or African American	22	21	12	57.1%
Filipino	22	22	2	9.1%
Hispanic or Latino	406	391	156	39.9%
Native Hawaiian or Pacific Islander	4	3	1	33.3%
Two or More Races	12	11	2	18.2%
White	20	20	6	30.0%
English Learners	214	206	73	35.4%
Foster Youth	1	1	1	100.0%
Homeless	10	7	3	42.9%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	334	323	124	38.4%
Students Receiving Migrant Education Services	1	1	0	0.0%
Students with Disabilities	82	81	38	46.9%

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

Last updated: 1/23/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	6.43%	12.82%	0.02%	2.08%	3.01%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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

Last updated: 1/23/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.82%	0.00%
Female	12.19%	0.00%
Male	13.42%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	27.27%	0.00%
Filipino	4.55%	0.00%
Hispanic or Latino	16.01%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.33%	0.00%
White	5.00%	0.00%
English Learners	15.89%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	14.07%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.41%	0.00%

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

Last updated: 1/23/24

School Safety Plan (School Year 2023–24)

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 26, 2024. **Use this link to access Davis School's complete School Safety Plan: https://www.ogsd.net/our-schools/school-safety-plans**?

Last updated: 1/23/24

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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	5	7	6
Mathematics	31.00	1	6	8
Science	32.00	1	6	9
Social Science	30.00	3	6	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.

Last updated: 1/23/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	158.18

* 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: 1/23/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18463.00	$6223.00	$12240.00	$87846.00
District	N/A	N/A	$9434.00	$91454.00
Percent Difference – School Site and District	N/A	N/A	16.55%	-2.70%
State	N/A	N/A	$7606.62	$89574.00
Percent Difference – School Site and State	N/A	N/A	28.88%	-1.30%

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

Types of Services Funded (Fiscal Year 2022–23)

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 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.
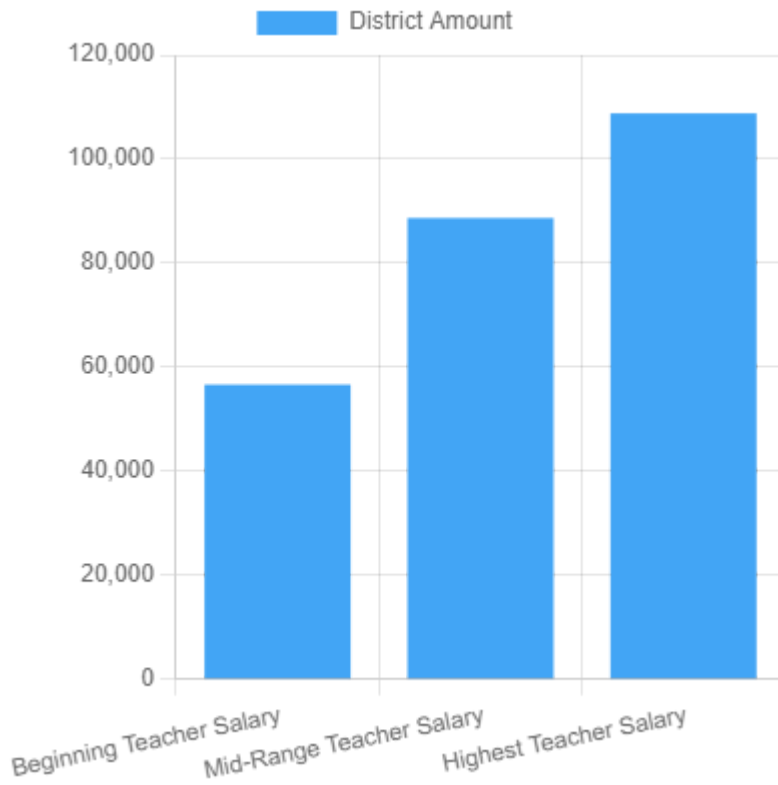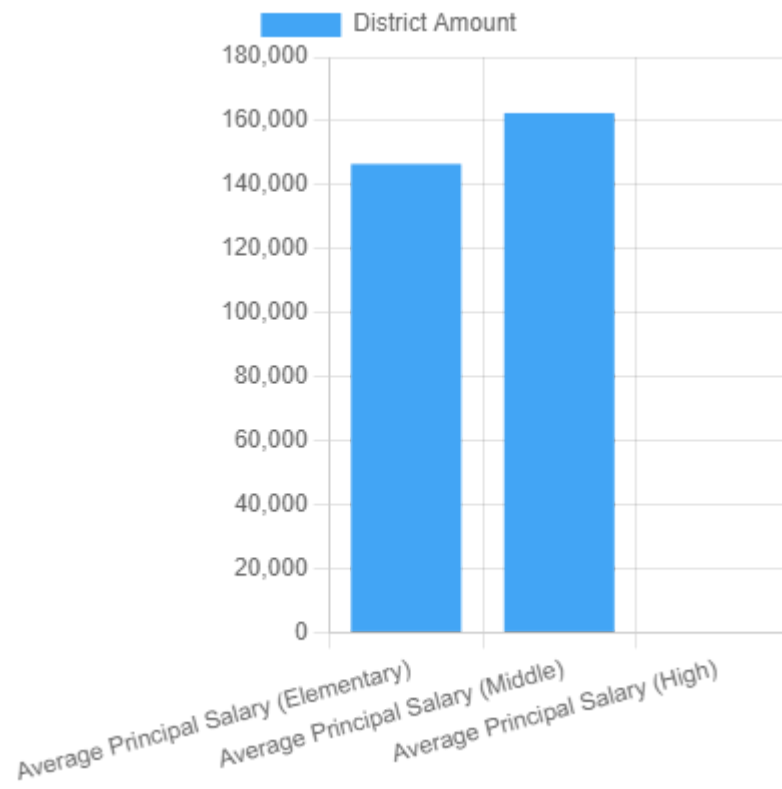
Last updated: 1/23/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56663.00	$54215.36
Mid-Range Teacher Salary	$88683.00	$86843.27
Highest Teacher Salary	$108801.00	$111440.49
Average Principal Salary (Elementary)	$146557.00	$140851.44
Average Principal Salary (Middle)	$162486.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$317729.00	$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%
Percent of Budget for Administrative Salaries	4.81%	5.15%

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

District Amount

180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0

Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High)

Last updated: 1/23/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 0 %

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

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

Last updated: 1/23/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/23/24