

**Edenvale Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	285 Azucar Ave. San Jose, CA , 95111- 2902	<b>Principal:</b>	Mrs. Karisa Gonzales, Principal
<b>Phone:</b>	(408) 227-7060	<b>Grade</b> <b>Span:</b>	K-6

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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# About This School

## Mrs. Karisa Gonzales, Principal

📍 Principal, Edenvale Elementary

### About Our School

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### Contact

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Edenvale Elementary  
285 Azucar Ave.  
San Jose, CA 95111-2902

Phone: [\(408\) 227-7060](tel:4082277060)

Email: [kgonzales@ogsd.net](mailto:kgonzales@ogsd.net)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Oak Grove Elementary
<b>Phone Number</b>	(408) 227-8300
<b>Superintendent</b>	Manzo, Jose
<b>Email Address</b>	<a href="mailto:jmanzo@ogsd.net">jmanzo@ogsd.net</a>
<b>Website</b>	<a href="http://www.ogsd.net">www.ogsd.net</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Edenvale Elementary
<b>Street</b>	285 Azucar Ave.
<b>City, State, Zip</b>	San Jose, CA , 95111-2902
<b>Phone Number</b>	(408) 227-7060
<b>Principal</b>	Mrs. Karisa Gonzales, Principal
<b>Email Address</b>	<a href="mailto:kgonzales@ogsd.net">kgonzales@ogsd.net</a>
<b>Website</b>	<a href="https://edenvale.ogsd.net">https://edenvale.ogsd.net</a>
<b>County-District-School (CDS) Code</b>	43696256048128

*Last updated: 1/19/24*

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

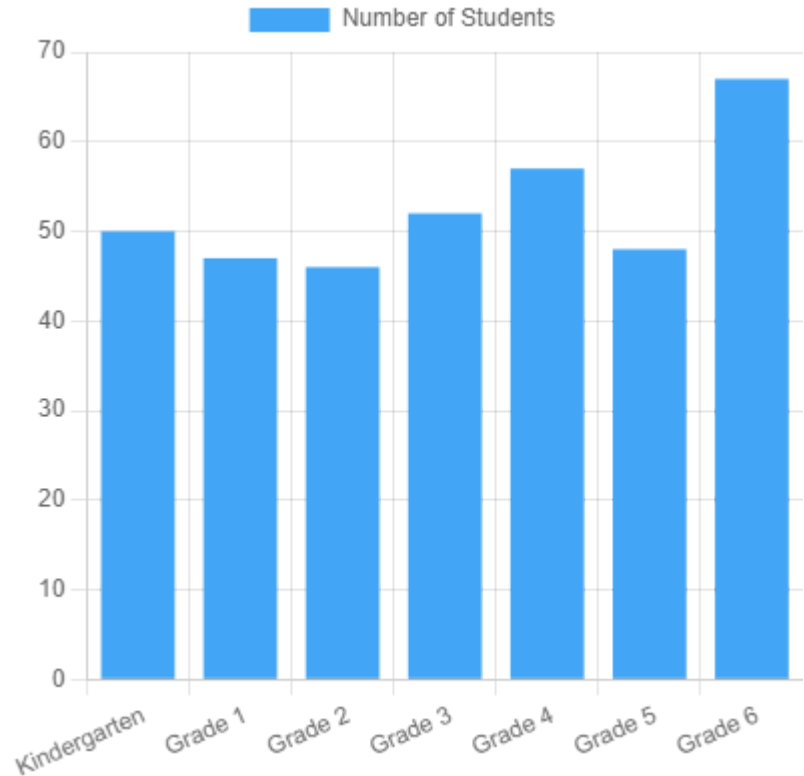
At Edenvale, our vision is for our students to become not only college-bound and career ready, but also life-long learners, 21st century leaders, and productive global citizens. Our mission is to close the achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers. At Edenvale School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will

turn our good intentions into strong results for students. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2023-24 School Year. At Edenvale, we have adapted to ensure that our students continue to learn at high levels. Our teachers maintain rigorous, relevant, and engaging instruction through google classroom and google meets. Students are expected to participate and meet grade level common core expectations. We work closely with our educational partners throughout the district and analyze student performance data on an ongoing basis.

*Last updated: 1/19/24*

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

Grade Level	Number of Students
Kindergarten	50
Grade 1	47
Grade 2	46
Grade 3	52
Grade 4	57
Grade 5	48
Grade 6	67
Total Enrollment	367



*Last updated: 1/19/24*

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

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	52.90%
Male	47.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.00%
Black or African American	3.00%
Filipino	0.50%
Hispanic or Latino	85.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.30%
White	0.80%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	62.10%
Foster Youth	0.00%
Homeless	0.00%
Migrant	2.70%
Socioeconomically Disadvantaged	64.90%
Students with Disabilities	9.00%

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

## Teacher Preparation and Placement (School Year 2020–21)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	94.59%	385.40	91.56%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.41%	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)	0.00	0.00%	3.10	0.74%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	22.40	5.32%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>18.50</b>	<b>100.00%</b>	<b>420.90</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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: 1/19/24*



## 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)	16.50	100.00%	383.80	93.10%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.70	0.91%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	0.97%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	0.73%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	17.60	4.28%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>16.50</b>	<b>100.00%</b>	<b>412.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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: 1/19/24*

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

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

*Last updated: 11/2/23*

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

<b>Indicator</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20%	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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA)  3-6: Expeditionary Learning	Yes	0
Mathematics	6-8: College Prep Math (CPM) Adopted 2015 K-5: EngageNY (Eureka Math) Adopted 2015, not SBE adopted, local board approved Our district went through a math pilot process in 2016 but was not able to reach a consensus decision to bring a recommendation to our governing board. Fiscal impacts to declining enrollment also impacted the district's decision to reach a consensus decision. However, there is objective evidence that EngageNY curricula are aligned with CCSS. In 2015, EdReports reviewed 26 well-known K–8 mathematics textbooks for their alignment with CCSS and found Eureka Math (which is a commercial variant of the free and open version featured within EngageNY) to be well-aligned with CCSS for the grade levels and CCSS-related areas for which they were reviewed. Our district is undergoing a math curriculum pilot in the 2023-2024 school year and anticipates in implementing a	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	new adoption in the 2024-2025 school year.		
Science	TK-8: Twig Science	Yes	0
History-Social Science	K-5 Studies Weekly 6-8 Discovery	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**

Edenvale is comprised of three main classroom building pods and a cafeteria and administration pod connected by interior hallways. The site houses several portables to help meet the needs of the school site and program offerings.

At the time of the inspection, the District found the site to be in Fair condition. The campus recently received expansion of the blacktop with integrated games and learning exercises painted on the asphalt (Summer 2023). The District hopes to expand the interior modernization in the coming years.

*Last updated: 1/31/24*

## **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

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Minor work need at the portable classroom wood ramps and entry ways.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Work orders have been placed to address routine light outs and damaged electrical covers.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	At the time of inspection, staff found leaking toilets and not working fountains. Work orders have been placed to address the repairs needed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 1/31/24*

## 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**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	23%	21%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	19%	18%	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: 1/19/24*

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	229	226	98.69%	1.31%	20.80%
Female	123	120	97.56%	2.44%	25.00%
Male	106	106	100.00%	0.00%	16.04%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	20	100.00%	0.00%	60.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Hispanic or Latino	195	193	98.97%	1.03%	15.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	132	129	97.73%	2.27%	7.75%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	163	163	100.00%	0.00%	17.18%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00%	0.00%	16.67%

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: 1/19/24*

**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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	229	225	98.25%	1.75%	18.22%
Female	123	121	98.37%	1.63%	15.70%
Male	106	104	98.11%	1.89%	21.15%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	20	20	100.00%	0.00%	65.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	195	192	98.46%	1.54%	12.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	132	128	96.97%	3.03%	11.72%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	163	161	98.77%	1.23%	18.63%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00%	0.00%	13.33%

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: 1/19/24*

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

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	11.67%	10.20%	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: 1/19/24*

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	49	49	100.00%	0.00%	10.20%
Female	27	27	100.00%	0.00%	11.11%
Male	22	22	100.00%	0.00%	9.09%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	42	42	100.00%	0.00%	7.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	32	32	100.00%	0.00%	3.13%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	34	100.00%	0.00%	8.82%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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: 1/19/24*

## 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

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	98%	86%	94%	98%	98%

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: 1/29/24*

## 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)

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)

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The school provides opportunities for all parents to participate. This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents through Parent Square, personal phone calls, informational meetings, handouts, and others modes of communication. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English. The school report cards, parent letters, brochures, and all communications for parents are provided in English, Spanish and Vietnamese. The school conducts the following activities to involve parents: The school holds meetings with all parents throughout the year: Back to School Night, Open House, Gallery Walks, Student of the Month Assemblies, etc. The school holds open meetings with School Site Council, HSC, HABLA The school provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

## 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	400	387	119	30.7%
Female	211	205	64	31.2%
Male	189	182	55	30.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	0	0	0.0%
Asian	33	33	5	15.2%
Black or African American	12	12	3	25.0%
Filipino	3	2	2	100.0%
Hispanic or Latino	344	334	108	32.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	4	3	0	0.0%
English Learners	260	252	78	31.0%
Foster Youth	0	0	0	0.0%
Homeless	10	8	4	50.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	280	270	90	33.3%
Students Receiving Migrant Education Services	12	12	1	8.3%
Students with Disabilities	43	41	11	26.8%

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: 1/19/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	0.00%	0.50%	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: 1/19/24*

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.50%	0.00%
Female	0.47%	0.00%
Male	0.53%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.58%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.71%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.33%	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: 1/19/24*

## School Safety Plan (School Year 2023–24)

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2) While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include: Mental Health Data State, District or Site Surveys (such as the Youth Risk Behavior Survey) Disciplinary Data Community Police Data Based on data analysis, the School Safety Planning Committee identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees. The year-end assessment should be completed in May and reported. Use this link to access Edenvale's complete School Safety Plan: <https://www.ogsd.net/our-schools/school-safety-plans?>

*Last updated: 1/19/24*

## 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 (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		2	
1	25.00		2	
2	21.00	1	1	
3	22.00		2	
4	25.00		2	
5	30.00		2	
6	25.00		2	
Other**	26.00		3	

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

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

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

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	23.00		2	
1	23.00		2	
2	26.00		2	
3	24.00		1	
4	31.00		1	
5	30.00		1	
6	30.00		1	
Other**	28.00		4	

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	25.00	0	2	0
1	24.00	0	2	0
2	23.00	0	2	0
3	25.00	0	2	0
4	0.00	0	0	0
5	0.00	0	0	0
6	34.00	0	0	1
Other**	28.00	0	4	0

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

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

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

Title	Ratio
Pupils to Academic Counselor*	0

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

*Last updated: 1/19/24*

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.27
Psychologist	0.20
Social Worker	
Nurse	
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.

*Last updated: 1/19/24*

**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	\$14579.00	\$5462.00	\$9117.00	\$91496.00
District	N/A	N/A	\$9434.00	\$91454.00



<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
Percent Difference – School Site and District	N/A	N/A	-2.29%	0.03%
State	N/A	N/A	\$7606.62	\$89574.00
Percent Difference – School Site and State	N/A	N/A	11.69%	1.41%

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

*Last updated: 1/19/24*

**Types of Services Funded (Fiscal Year 2022–23)**

A half time literacy coach and half time English learner teaching partner will provide ongoing coaching support to teachers. Students will receive extra support through an afterschool ELD program. The school/district will provide a wide variety of free counseling resources to families. The focus of service is for students in grades TK-8th who may be experiencing any of the following: difficult situations at home or in school, depression, continued academic failure. The school will ensuring teachers are monitoring so that students engagement so they have access to the curriculum. Reading skills will be bolstered through online reading platforms (e.g., Epic, Reading A-Z, iReady). Our one-way immersion bilingual program bridges the gap between English Only and Bilingual community. Additionally, the Edenvale provides hand-son activities to enable students have access to the curriculum as well as support from ELD instructional assistant to support student groups as well as parent groups. Communication and from the community liaison to the families will be consistently provided as will home deliveries to families needed. Edenvale will develop a specific outreach plan that is consistently meeting with the

[https://sarconline.org/public/print/43696256048128/2020-2021\[2/8/2022 9:46:28 AM\]School Accountability Report Card](https://sarconline.org/public/print/43696256048128/2020-2021[2/8/2022 9:46:28 AM]School Accountability Report Card)

[https://sarconline.org/public/print/43696256048128/2020-2021\[2/8/2022 9:46:28 AM\]](https://sarconline.org/public/print/43696256048128/2020-2021[2/8/2022 9:46:28 AM]) families that are in need so we can find opportunities to support in the areas of need (wrap around plans). Finally, chromebooks and oher technology resources will be utilized for communication ( e.g. parent Square, google translate).

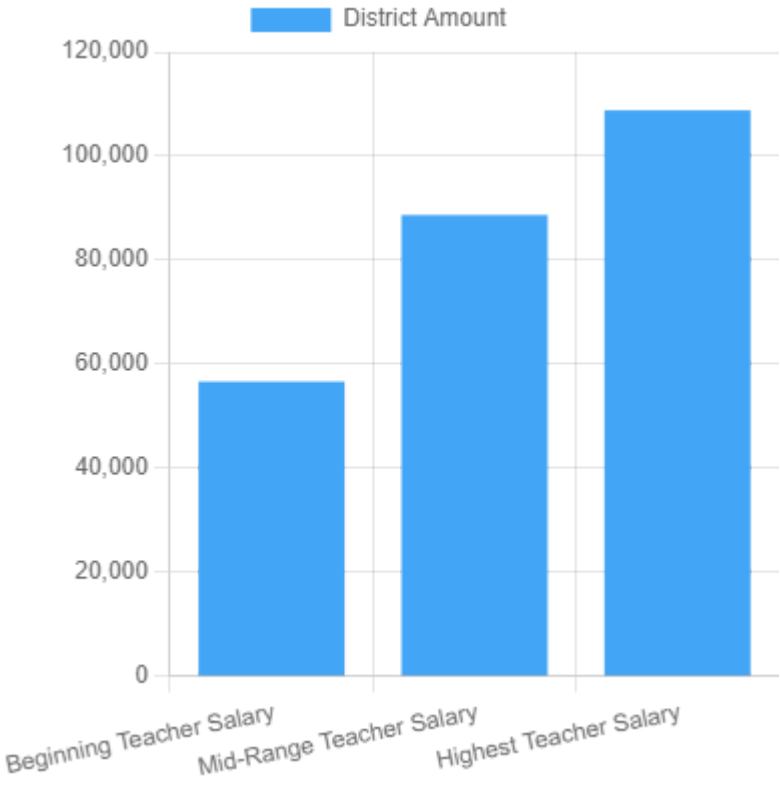
*Last updated: 1/19/24*

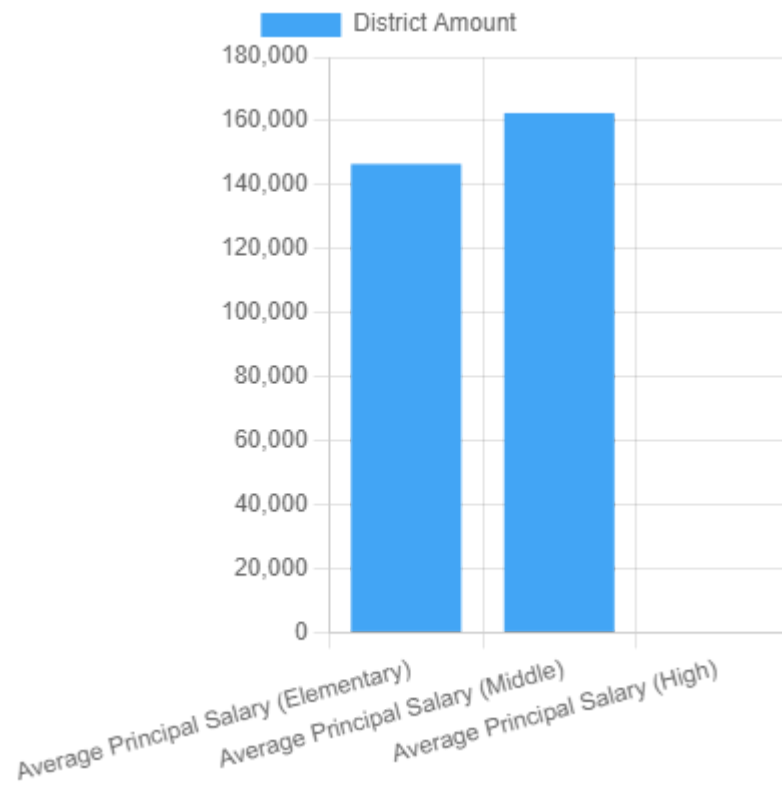
**Teacher and Administrative Salaries (Fiscal Year 2021–22)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
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
Superintendent Salary	\$317729.00	\$252465.94
Percent of Budget for Teacher Salaries	33.74%	33.16%

Category	District Amount	State Average For Districts In Same Category
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/>.





Last updated: 1/19/24

## 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: 1/19/24*

## 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: 1/19/24*