

Davis (Caroline) Intermediate
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

| | | | |
|-----------------|---|-------------------|--------------------------------------|
| Address: | 5035 Edenvue Dr. San Jose, CA , 95111- 4031 | Principal: | Ginelyn Doldolea-Kudsi, Principal |
| Phone: | (408) 227-0616 | Grade | 7-8 |
| | | 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 the 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Ginelyn Doldolea-Kudsi, Principal

📍 Principal, Davis (Caroline) Intermediate

Contact

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

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

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

| | |
|-----------------------|--|
| District Name | Oak Grove Elementary |
| Phone Number | (408) 227-8300 |
| Superintendent | Chaidez, Ivan |
| Email Address | ichaidez@ogsd.net |
| Website | www.ogsd.net |

School Contact Information (School Year 2024–25)

| | |
|--|---|
| 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 |
| Grade Span | 7-8 |
| County-District-School (CDS) Code | 43696256048094 |

School Description and Mission Statement (School Year 2024–25)

At Davis School, we want to ensure that every student’s potential is achieved. We want to create a successful middle school that engages students, staff, and community. Our vital signs provide insights into our student’s educational health and well-being at any point in time. Davis' vital signs are student proficiency in all subjects through the use of equitable teaching practices, student communication, collaboration, critical thinking, and creativity skills, student sense of relatedness, belonging, and voice, and student acquisition of pertinent skills. Our four pillars are building blocks of our professional development which include culturally responsive teaching and learning, Supports for collegial collaboration and accountability for all staff, high expectations for all, and safe climate and strong relationships with families and community. We have created a strong theory of action and professional learning plan which leads us to positively transform our school and lead the way with

equitable practices and instruction, improving student outcomes and achievement. We are focused on using the MTSS framework to align our practices and support around student academics, behavior, and social-emotional strengths and needs.

We work closely with educational partners and stakeholders throughout the district and analyze student performance data on an ongoing basis. We have a professional learning plan calendar which helps us to create purposeful checkpoints throughout the year through staff meetings, leadership committees such as our Instructional Focus Team and Culture & Climate Team, and bi-monthly Professional Learning Community (PLC) Collaboration to give updates and gather feedback. We also have various meetings and engagements with parents and families to keep our lines of communication open. Five 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.

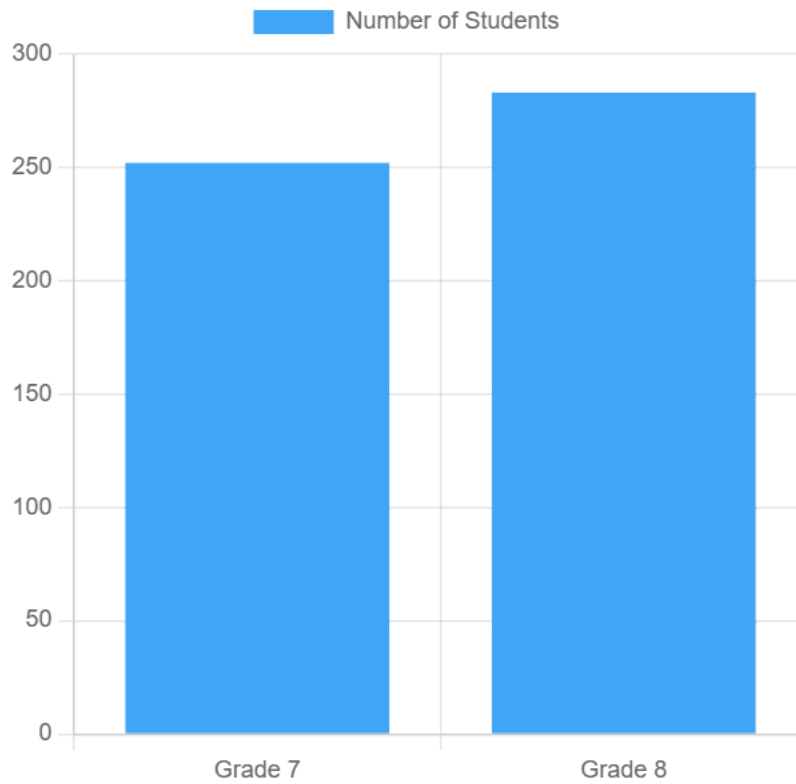
Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Goal 5 - We will provide safe, engaging, and creative learning environments.

Student Enrollment by Grade Level (School Year 2023–24)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 252 |
| Grade 8 | 283 |
| Total Enrollment | 535 |



Student Enrollment by Student Group (School Year 2023–24)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.30% |
| Male | 50.70% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.20% |
| Asian | 14.80% |
| Black or African American | 4.70% |
| Filipino | 3.40% |
| Hispanic or Latino | 69.20% |
| Native Hawaiian or Pacific Islander | 1.50% |
| Two or More Races | 2.60% |
| White | 3.60% |

| Student Group (Other) | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners | 33.60% |
| Foster Youth | 0.00% |
| Homeless | 3.00% |
| Migrant | 2.60% |
| Socioeconomically Disadvantaged | 64.50% |
| Students with Disabilities | 13.10% |

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

| 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) | 21.80 | 85.27% | 358.80 | 91.45% | 231142.40 | 83.24% |
| Intern Credential Holders Properly Assigned | 0.70 | 2.92% | 2.70 | 0.70% | 5566.40 | 2.00% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.00 | 7.79% | 13.90 | 3.55% | 14938.30 | 5.38% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 1.30 | 0.34% | 11746.90 | 4.23% |
| Unknown/Incomplete/NA | 1.00 | 4.01% | 15.50 | 3.96% | 14303.80 | 5.15% |
| Total Teaching Positions | 25.60 | 100.00% | 392.30 | 100.00% | 277698.00 | 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.

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

| Authorization/Assignment | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|---|-----------------------|-----------------------|-----------------------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.30 | 2 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.30 | 2 |

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

| Indicator | 2020– 21 Number | 2021– 22 Number | 2022– 23 Number |
|--|-----------------------|-----------------------|-----------------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.90 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 1.90 | 0.00 | 0 |

Class Assignments

| Indicator | 2020– 21 Percent | 2021– 22 Percent | 2022– 23 Percent |
|--|------------------------|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0.6% | 8.2% |
| 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% | 0% |

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All adopted materials use the Common Core standards and apply to all public schools in the state—the textbooks we use, and the tests we give are based on these content standards. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbook selection involves a committee of teachers reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee recommends approval to the Board of Education.

Year and month in which the data were collected: August 2024

| Subject | List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|---|
| Reading/Language Arts | 7-8: Expeditionary Learning Adopted 2015 | 0 |
| Mathematics | EnVision, Savvas (K-8) Adopted 2024 | 0 |
| Science | TK- 8: Twig Science Adopted 2023 | 0 |
| History-Social Science | 7-8 Discovery Adopted 2019 | 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 | 0 |

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

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 inspection, the campus was found to be in exemplary condition with minor work order to repair a downspout.

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 29% | 26% | 48% | 46% | 46% | 47% |
| Mathematics (grades 3-8 and 11) | 24% | 20% | 41% | 41% | 34% | 35% |

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 548 | 518 | 94.53% | 5.47% | 25.98% |
| Female | 254 | 238 | 93.70% | 6.30% | 30.64% |
| Male | 294 | 280 | 95.24% | 4.76% | 22.02% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 77 | 72 | 93.51% | 6.49% | 59.15% |
| Black or African American | 24 | 21 | 87.50% | 12.50% | 4.76% |
| Filipino | 19 | 19 | 100.00% | 0.00% | 47.37% |
| Hispanic or Latino | 376 | 356 | 94.68% | 5.32% | 17.66% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 21 | 91.30% | 8.70% | 28.57% |
| White | 20 | 20 | 100.00% | 0.00% | 60.00% |
| English Learners | 191 | 182 | 95.29% | 4.71% | 5.06% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 15 | 15 | 100.00% | 0.00% | 40.00% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 349 | 328 | 93.98% | 6.02% | 21.36% |
| Students Receiving Migrant Education Services | 14 | 14 | 100.00% | 0.00% | 28.57% |
| Students with Disabilities | 65 | 59 | 90.77% | 9.23% | 5.17% |

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 548 | 514 | 93.80% | 6.20% | 20.08% |
| Female | 254 | 238 | 93.70% | 6.30% | 16.03% |
| Male | 294 | 276 | 93.88% | 6.12% | 23.55% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 77 | 74 | 96.10% | 3.90% | 56.76% |
| Black or African American | 24 | 21 | 87.50% | 12.50% | 4.76% |
| Filipino | 19 | 19 | 100.00% | 0.00% | 31.58% |
| Hispanic or Latino | 376 | 351 | 93.35% | 6.65% | 11.43% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 20 | 86.96% | 13.04% | 25.00% |
| White | 20 | 20 | 100.00% | 0.00% | 35.00% |
| English Learners | 191 | 179 | 93.72% | 6.28% | 5.03% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | 15 | 15 | 100.00% | 0.00% | 26.67% |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 349 | 328 | 93.98% | 6.02% | 15.90% |
| Students Receiving Migrant Education Services | 14 | 13 | 92.86% | 7.14% | 15.38% |
| Students with Disabilities | 65 | 59 | 90.77% | 9.23% | 10.17% |

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022– 23 | School 2023– 24 | District 2022– 23 | District 2023– 24 | State 2022– 23 | State 2023– 24 |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 20.25% | 19.17% | 35.97% | 36.40% | 30.29% | 30.73% |

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 283 | 270 | 95.41% | 4.59% | 19.10% |
| Female | 132 | 125 | 94.70% | 5.30% | 16.80% |
| Male | 151 | 145 | 96.03% | 3.97% | 21.13% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 45 | 44 | 97.78% | 2.22% | 47.73% |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 197 | 187 | 94.92% | 5.08% | 10.27% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 10 | 90.91% | 9.09% | -- |
| English Learners | 90 | 85 | 94.44% | 5.56% | 3.53% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 177 | 168 | 94.92% | 5.08% | 13.94% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 34 | 32 | 94.12% | 5.88% | 6.25% |

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.

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 2023–24)

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:

$$\frac{\text{(The number of students who participated in the FITNESSGRAM Component)}}{\text{(The total number of students enrolled at time of testing)}} - \text{divided by} -$$

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------|-------------------------------|---|--|--|--------------------------|
| 7 | 98% | 83% | 84% | 84% | 85% |

Note: The administration of the PFT requires only participation results 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.

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 2024–25)

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). 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|------------------------------|--|----------------------------------|---------------------------------|
| All Students | 609 | 586 | 183 | 31.2% |
| Female | 296 | 286 | 92 | 32.2% |
| Male | 313 | 300 | 91 | 30.3% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 81 | 80 | 9 | 11.3% |
| Black or African American | 26 | 26 | 9 | 34.6% |
| Filipino | 22 | 22 | 1 | 4.5% |
| Hispanic or Latino | 432 | 412 | 155 | 37.6% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 14 | 14 | 1 | 7.1% |
| White | 23 | 22 | 6 | 27.3% |
| English Learners | 229 | 215 | 87 | 40.5% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 16 | 16 | 5 | 31.3% |
| Socioeconomically Disadvantaged | 394 | 382 | 125 | 32.7% |
| Students Receiving Migrant Education Services | 14 | 14 | 2 | 14.3% |
| Students with Disabilities | 75 | 74 | 32 | 43.2% |

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.

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 2021– 22 | School 2022– 23 | School 2023– 24 | District 2021– 22 | District 2022– 23 | District 2023– 24 | State 2021– 22 | State 2022– 23 | State 2023– 24 |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 6.43% | 12.82% | 9.36% | 2.08% | 3.01% | 2.78% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.08% | 0.07% |

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

| Student Group | Suspensions Rate | Expulsions Rate |
|---|-------------------------|------------------------|
| All Students | 9.36% | 0% |
| Female | 10.81% | 0% |
| Male | 7.99% | 0% |
| Non-Binary | 0% | 0% |
| American Indian or Alaska Native | 0% | 0% |
| Asian | 2.47% | 0% |
| Black or African American | 26.92% | 0% |
| Filipino | 0% | 0% |
| Hispanic or Latino | 10.65% | 0% |
| Native Hawaiian or Pacific Islander | 0% | 0% |
| Two or More Races | 7.14% | 0% |
| White | 0% | 0% |
| English Learners | 7.42% | 0% |
| Foster Youth | 0% | 0% |
| Homeless | 18.75% | 0% |
| Socioeconomically Disadvantaged | 11.68% | 0% |
| Students Receiving Migrant Education Services | 0% | 0% |
| Students with Disabilities | 8% | 0% |

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.

School Safety Plan (School Year 2024–25)

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/ourschools/school-safety-plans?>

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 2021–22)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* 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)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* 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 2023–24)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| Other** | | | | |

* 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 (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 |
| 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)

| 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

| Subject | Average Class Size | Number of Classes* 1-22 | Number of Classes* 23-32 | Number of Classes* 33+ |
|--------------------------|---------------------------|--------------------------------|---------------------------------|-------------------------------|
| English Language Arts | 22.00 | 11 | 9 | 2 |
| Mathematics | 33.00 | 1 | 5 | 9 |
| Science | 33.00 | 1 | 4 | 11 |
| Social Science | 31.00 | 2 | 4 | 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

| Title | Ratio |
|-------------------------------|--------------|
| Pupils to Academic Counselor* | 232.61 |

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

Student Support Services Staff (School Year 2023–24)

| 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 | 0.60 |
| 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$18968.00 | \$6921.00 | \$12047.00 | \$94209.00 |
| District | N/A | N/A | \$10298.00 | \$96065.00 |
| Percent Difference – School Site and District | N/A | N/A | 10.17% | -1.30% |
| State | N/A | N/A | \$10770.62 | \$96325.00 |
| Percent Difference – School Site and State | N/A | N/A | 7.32% | -1.49% |

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

Types of Services Funded (Fiscal Year 2023–24)

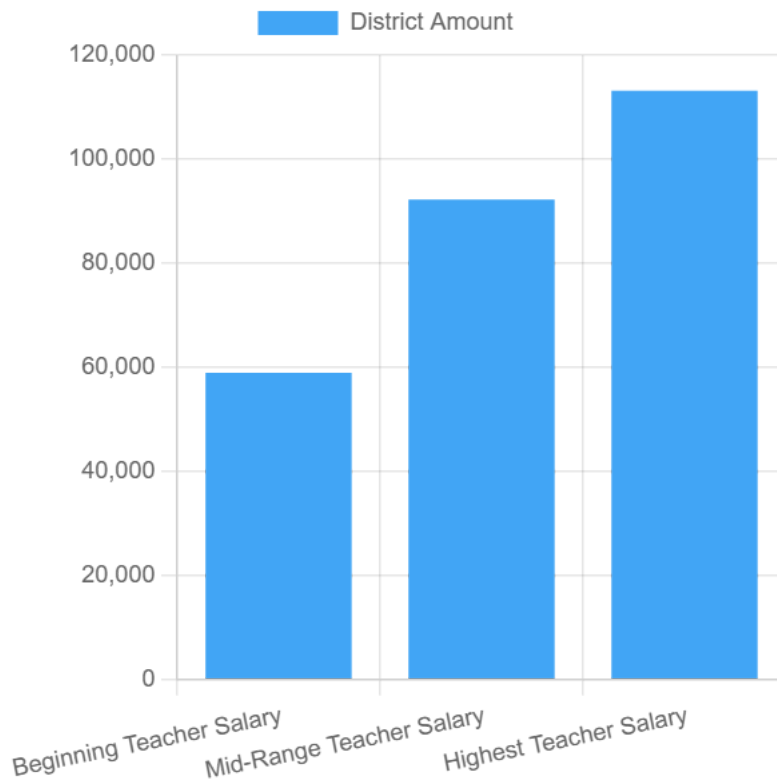
Our school funds various staff and programs through our budgets and grants so that students are provided opportunities that benefit them academically, and socio-emotionally. We purchase instructional materials, including the purchase of office supplies and classroom materials that can be used for literacy 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. 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

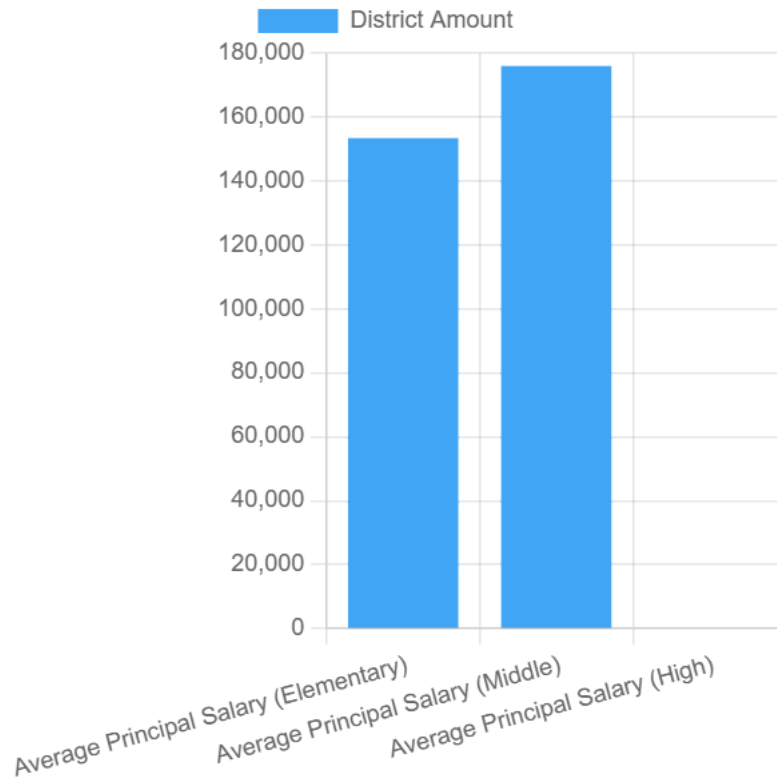
teachers provide a weekly yoga class for some of our students. We fund additional hours daily for a wellness center so that students have access to a safe space to decompress and regulate emotions as needed.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$58930.00 | \$58552.87 |
| Mid-Range Teacher Salary | \$92230.00 | \$93923.91 |
| Highest Teacher Salary | \$113153.00 | \$119489.34 |
| Average Principal Salary (Elementary) | \$153409.00 | \$149898.11 |
| Average Principal Salary (Middle) | \$175956.00 | \$157110.85 |
| Average Principal Salary (High) | \$0.00 | \$151698.00 |
| Superintendent Salary | \$317729.00 | \$270431.60 |
| Percent of Budget for Teacher Salaries | 0.31% | 31.93% |
| Percent of Budget for Administrative Salaries | 0.05% | 5.62% |

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





Professional Development

| Measure | 2022–23 | 2023–24 | 2024–25 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |