Davis (Caroline) Intermediate

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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 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 Edenview Dr.
San Jose, CA 95111-4031

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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 2025–26)

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.

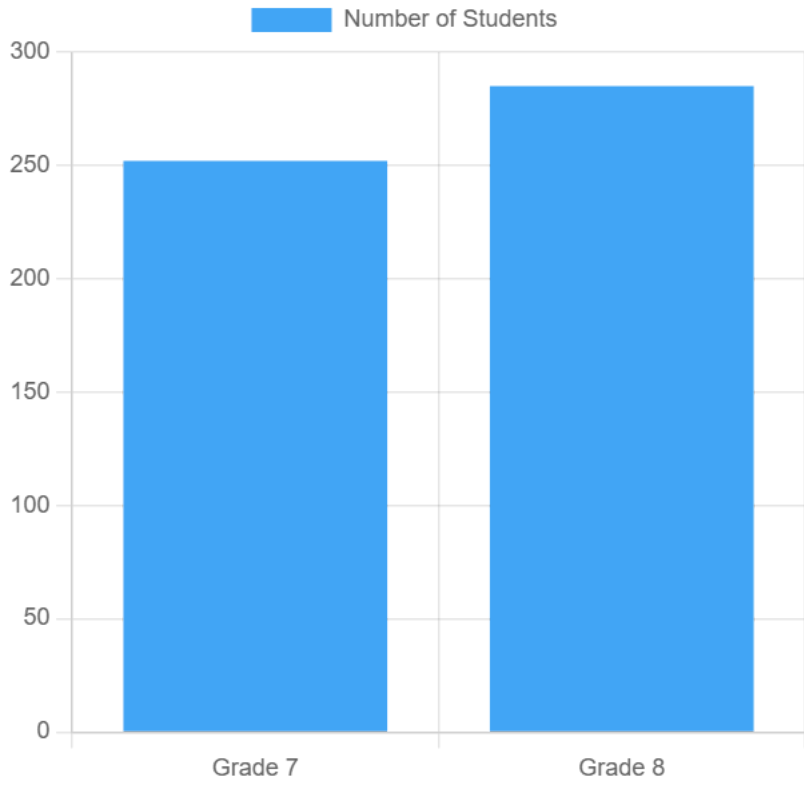
Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

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 2024–25)

Grade Level	Number of Students
Grade 7	252
Grade 8	285
Total Enrollment	537



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	14.20%
Black or African American	2.60%
Filipino	3.90%
Hispanic or Latino	70.40%
Native Hawaiian or Pacific Islander	1.30%
Two or More Races	2.60%
White	4.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	41.30%
Foster Youth	0.70%
Homeless	6.70%
Migrant	2.40%
Socioeconomically Disavantaged	65.50%
Students with Disabilities	13.20%

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 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.

Teacher Preparation and Placement (School Year 2023–24)

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)	21.60	89.81%	349.60	88.09%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	0.46%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.68%	18.10	4.58%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1.00	0.25%	12112.80	4.34%
Unknown/Incomplete/NA	1.30	5.43%	26.20	6.62%	13705.80	4.91%
Total Teaching Positions	24.10	100.00%	396.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.30	2	1.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.30	2	1.10

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6%	8.2%	4.70%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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 2025–26)

The district has a board adopted curriculum used by all Sites. The most recent curriculum adoptions can be found at:

https://www.ogsd.net/departments/educational-services/curriculum-instruction-and-assessment/core-curriculum-tk-8th-grade

The data on this page represents the curriculum indicated on the above mentioned website.

Each year, the district conducts a comprehensive curriculum audit certifying that all students have full access to all materials. Additionally, the state and county offices of education select random schools to undergo a visual inspection to determine that the curriculum materials were indeed satisfactory and accessible to the students.

Year and month in which the data were collected: August 2025

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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		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

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

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: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Paint needed on some walls interior classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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: December 2025

Overall Rating	Good

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	26%	25%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	20%	18%	41%	43%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	541	515	95.19%	4.81%	24.95%
Female	265	256	96.60%	3.40%	27.95%
Male	276	259	93.84%	6.16%	22.01%
American Indian or Alaska Native	--	--	--	--	--
Asian	78	75	96.15%	3.85%	53.33%
Black or African American	14	13	92.86%	7.14%	7.69%
Filipino	21	21	100.00%	0.00%	23.81%
Hispanic or Latino	372	356	95.70%	4.30%	19.49%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	18.18%
White	24	20	83.33%	16.67%	45.00%
English Learners	211	205	97.16%	2.84%	5.39%
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00%	0.00%	14.71%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	356	340	95.51%	4.49%	20.12%
Students Receiving Migrant Education Services	13	13	100.00%	0.00%	23.08%
Students with Disabilities	68	60	88.24%	11.76%	3.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	541	506	93.53%	6.47%	18.18%
Female	265	250	94.34%	5.66%	16.80%
Male	276	256	92.75%	7.25%	19.53%
American Indian or Alaska Native	--	--	--	--	--
Asian	78	74	94.87%	5.13%	48.65%
Black or African American	14	13	92.86%	7.14%	0.00%
Filipino	21	21	100.00%	0.00%	19.05%
Hispanic or Latino	372	348	93.55%	6.45%	12.07%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67%	8.33%	22.73%
White	24	20	83.33%	16.67%	25.00%
English Learners	211	200	94.79%	5.21%	3.50%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	34	33	97.06%	2.94%	12.12%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	356	334	93.82%	6.18%	13.17%
Students Receiving Migrant Education Services	13	13	100.00%	0.00%	15.38%
Students with Disabilities	68	58	85.29%	14.71%	3.45%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	19.17%	16.06%	36.40%	35.78%	30.73%	32.52%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	275	96.49%	3.51%	16.06%
Female	133	129	96.99%	3.01%	14.73%
Male	152	146	96.05%	3.95%	17.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	34	31	91.18%	8.82%	41.94%
Black or African American	11	11	100.00%	0.00%	9.09%
Filipino	11	11	100.00%	0.00%	27.27%
Hispanic or Latino	194	188	96.91%	3.09%	10.16%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33%	6.67%	21.43%
White	13	13	100.00%	0.00%	38.46%
English Learners	102	100	98.04%	1.96%	1.00%
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00%	0.00%	12.50%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	191	187	97.91%	2.09%	12.37%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	29	85.29%	14.71%	6.90%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components

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
7	99%	98%	97%	98%	98%

Note: The admistration 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 2025–26)

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	569	157	27.6%
Female	289	278	73	26.3%
Male	298	291	84	28.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	83	80	5	6.3%
Black or African American	17	16	4	25.0%
Filipino	22	22	2	9.1%
Hispanic or Latino	415	402	135	33.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	3	20.0%
White	26	25	6	24.0%
English Learners	243	236	79	33.5%
Foster Youth	--	--	--	--
Homeless	36	36	14	38.9%
Socioeconomically Disadvantaged	400	389	123	31.6%
Students Receiving Migrant Education Services	13	13	3	23.1%
Students with Disabilities	78	75	23	30.7%

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	12.82	9.36	5.62	3.01	2.78	2.06	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.62%	0.00%
Female	3.81%	0.00%
Male	7.38%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.61%	0.00%
Black or African American	5.88%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.75%	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	7.82%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.33%	0.00%
Socioeconomically Disadvantaged	6.50%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.13%	0.00%

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 2025–26)

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 and necessary supplies in the event of an emergency. Another goal focuses on providing 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 December 16, 2025. 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 (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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	15	6	2
Mathematics	33.00		5	10
Science	33.00		5	10
Social Science	26.00	6	11	2

* 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 2024–25)

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 2024–25)

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19388.00	$8941.00	$10447.00	$97676.00
District	N/A	N/A	$10057.00	$99700.00
Percent Difference – School Site and District	N/A	N/A	2.52%	-1.37%
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	-4.36%	-2.71%

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

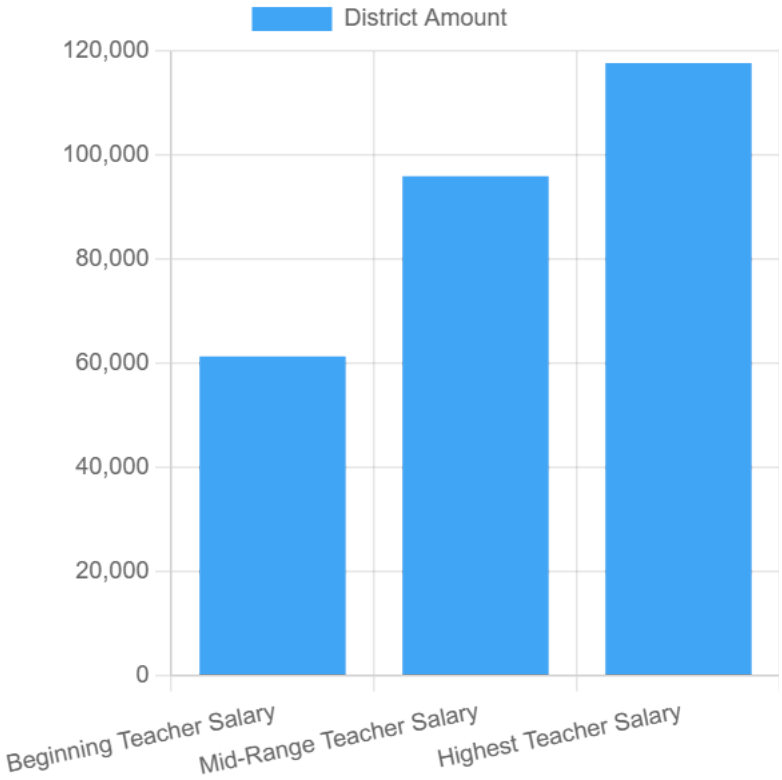
Types of Services Funded (Fiscal Year 2024–25)

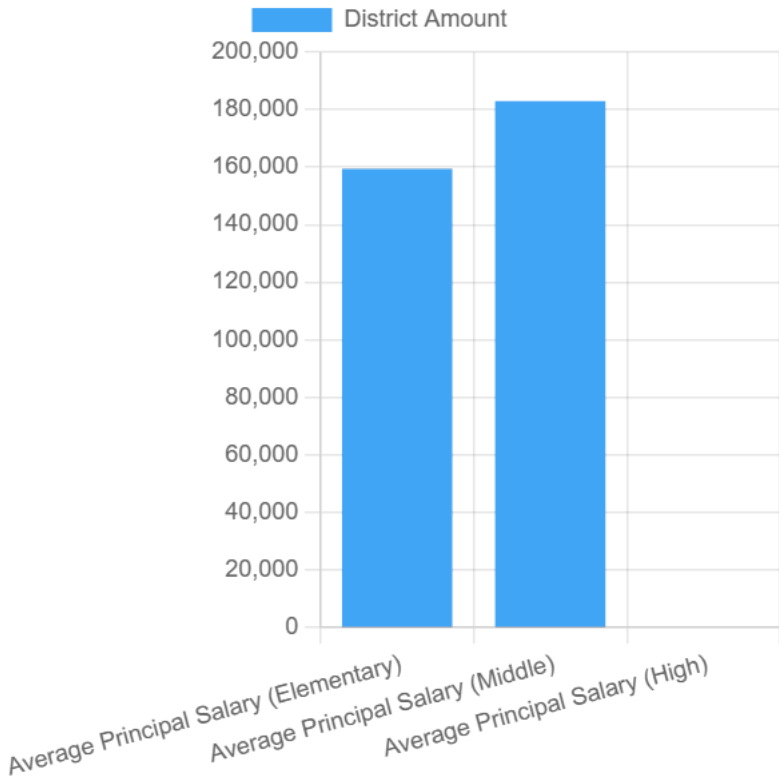
Our school funds various staff and programs through our budgets and grants so that students are provided opportunities that benefit them academically, and socio-emotionally. We purchase instructional materials, including the purchase of office supplies and classroom materials that can be used for literacy and for interdisciplinary learning. 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 School Social Worker to help with case management, attendance, and social emotional and mental health supports. We provide additional coteaching opportunities in ELD and Special Education, so that our students with disabilities are able to have additional support in their core general education classes. 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 in PE. We fund additional hours daily for a wellness center coordinator, so that students have access to a safe space to decompress and regulate emotions as needed.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61287.00	$61596.88
Mid-Range Teacher Salary	$95919.00	$98902.37
Highest Teacher Salary	$117679.00	$126339.83
Average Principal Salary (Elementary)	$159412.00	$158382.71
Average Principal Salary (Middle)	$182994.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$340290.00	$288331.69
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3