

# Daves Avenue Elementary School

Grades TK-5  
CDS Code 43-69526-6047526

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## SARC

2020-21

School  
Accountability  
Report Card  
Published in 2021-22

## Los Gatos Union School District

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Paul Johnson, Superintendent ▪ [pjohnson@lgusd.org](mailto:pjohnson@lgusd.org) ▪ (408) 335-2000



## Principal's Message

The Daves Avenue Elementary School faculty is proud of our students' academic achievements. We are also proud of our students' accomplishments in the arts. The Daves Avenue staff is committed to supporting the Project Cornerstone Developmental Assets as we work together with parents to support the development of the whole child.

The staff currently implements a Balanced Literacy approach to literacy in all grade levels to support a love of learning for all students. Students receive direct instruction in phonics, word work, comprehension strategies, reading fluency, writing strategies and conventions as core instruction in English language arts. Teachers design curriculum based on the standards and use district-adopted texts and supplemental materials to provide experiences that include real-life application of skills and knowledge. The focus in mathematics is steeped in hands-on conceptual development as students learn to persevere and apply basic algebraic properties to solve problems.

We take pride in explicitly teaching students how to be peaceful, aware, wise and safe in school and in the community. Our PAWS behavior expectations matrix explicitly teaches all student in grades TK-5 what is expected in classrooms, on the playground, during snack and lunch, in the restrooms, in the hallways and during assemblies. During monthly Wednesday Wave assemblies, we choose a section of the matrix to review and role-play with the entire student body.

Our teachers attend regular professional development sessions in the area of mathematics and English language arts with an emphasis on assessment to support the implementation of Common Core State Standards. Additionally, the staff collaborates weekly as a Professional Learning Community (PLC) to meet the needs of all students. We also have an Instructional Leadership Team (ILT) comprised of grade-level representatives who help to guide this important work. The staff provides input on the school plan which ultimately addresses the four fundamental questions of a PLC: What do we want students to know? How will we know if they have mastered a skill? How will we respond if they do not? How will we respond if they already know it?

Daves Avenue is PAWSitively an amazing learning community!

Kind regards,

Jenna Mittleman, Principal

## School Mission Statement

The Daves Avenue Elementary School community fosters a respectful environment that honors the uniqueness of all learners. All members value a growth mindset. We take risks, problem solve, think critically, collaborate and view mistakes as opportunities to learn.

## School Beliefs

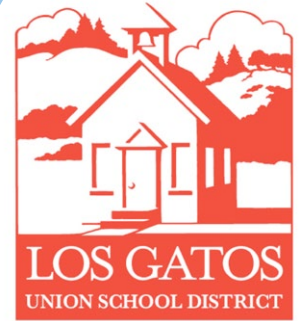
- We believe in creating a community where all students have a growth mindset, take risks in their learning and value mistakes as an opportunity to learn.
- We believe in an environment that fosters flexibility in problem-solving and critical thinking, as well as honors the unique learning styles of all children.
- We believe in creating a caring school community that provides for the positive social and emotional development of all students.
- We believe in a community of constructive communicators where all student voices and ideas are acknowledged.
- We believe students who learn in a respectful environment will feel equally valued and will contribute positively to their community.

## Parental Involvement

Parents are a very active and integral part of the education process at Daves Avenue. Their involvement and commitment to excellence are essential elements of our success. Parents volunteer in the classrooms, with the ABC Reader Program, the Art Docent Program and serve as the editors of our weekly Avenue newsletter. Parents help to coordinate activities such as book fairs, author visits, the science fair and more.

We are grateful for our supportive parent community. In the spirit of collaboration, our Home & School Club and the Los Gatos Education Foundation (LGEF) have partnered together as One Community. The One Community Campaign will help us to support the newly adopted LGUSD Strategic Plan. The goal of the partnership is to provide students with an educational program that goes beyond the basics and includes math and literacy specialists, music teachers, counselors, health clerks, technology, classroom supplies and school safety initiatives.

The future is bright for the students at Daves Avenue. We look forward to the continued active involvement of our community. It takes a village! For more information about becoming involved at our school, please feel free to reach out to Principal Mittleman at (408) 335-2200, or visit our school website, <https://daves.lgusd.org/>.



Est. 1863

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The Los Gatos Union School District will provide equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting skills and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and "service above self."

## District Vision Statement

To achieve academic excellence, we believe the LGUSD Student Success Profile will prepare all children to thrive in a diverse and ever-changing world.

## Board of Trustees

Courtney Monk, *Board President*

Peter Noymer, *Board Clerk*

John Kuntzmann, *Board Member*

Daniel Snyder, *Board Member*

Stephen Parsons, *Board Member*

## Enrollment by Student Group

### Demographics

#### 2020-21 School Year

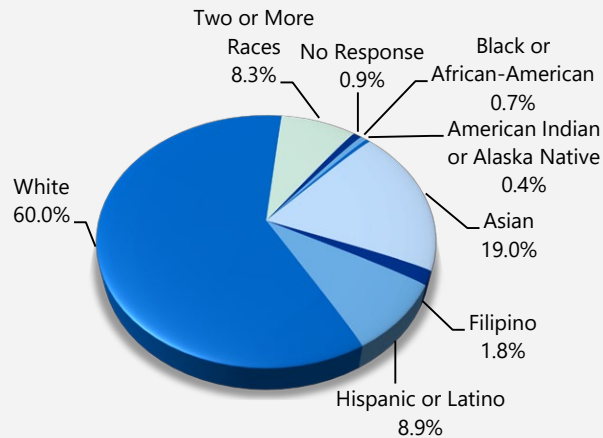
<b>Female</b>	44.90%
<b>Male</b>	55.10%
<b>Non-Binary</b>	0.00%
<b>English learners</b>	4.50%
<b>Foster youth</b>	0.00%
<b>Homeless</b>	0.00%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	5.40%
<b>Students with Disabilities</b>	6.90%

## Enrollment by Student Group

The total enrollment at the school was 448 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

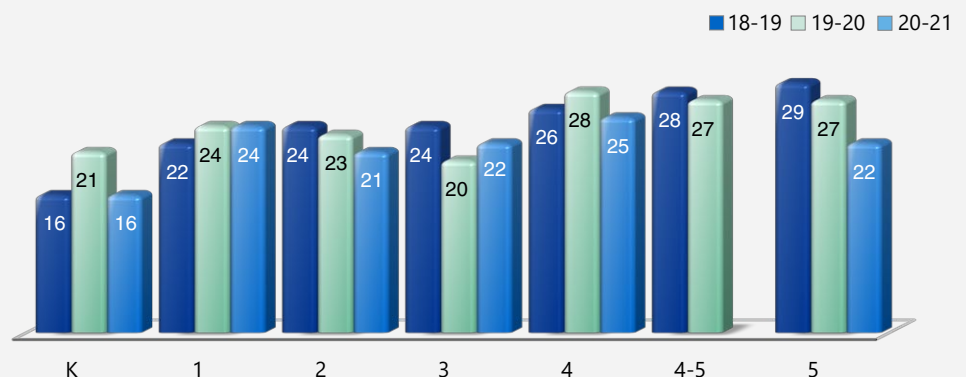


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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

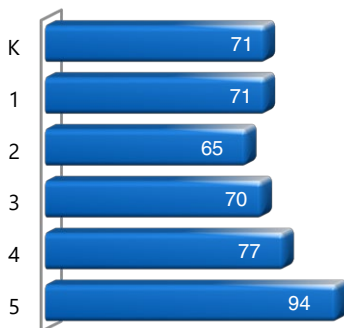
Three-Year Data



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade



## Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			2	3		4		
1		3			3			3	
2		3			3		1	2	
3		4		3	1			3	
4		3			3			3	
4-5		3			1				
5		1			3		2	2	





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Daves Avenue ES		Los Gatos Union SD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
<b>Suspension rates</b>	0.0%	0.0%	1.6%	0.0%	3.5%	0.2%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Daves Avenue ES	Los Gatos Union SD	California	
	2019-20	2019-20	2019-20	
<b>Suspension rates</b>	0.0%	0.9%	2.5%	
<b>Expulsion rates</b>	0.0%	0.0%	0.1%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.00%	0.00%	
<b>Female</b>	0.00%	0.00%	
<b>Male</b>	0.00%	0.00%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	0.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	0.00%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	0.00%	0.00%	
<b>English Learners</b>	0.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	0.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	0.00%	0.00%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	0.00%	0.00%	

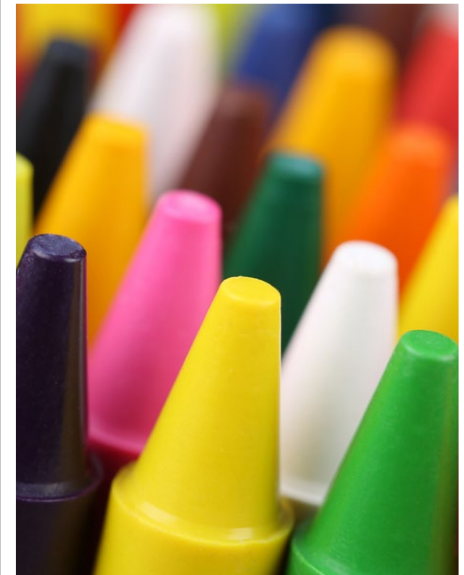


## Professional Development

### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

<b>2019-20</b>	3
<b>2020-21</b>	3
<b>2021-22</b>	3



*We are PAWSitively awesome!*

## Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club; the district's Education Foundation; and state and federal funding, including Title II and Title III state funding. These funds are used to supplement our general, early literacy, technology, second language and P.E. programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Daves Avenue ES
	<b>Grade 5</b>
<b>Four of six standards</b>	◆
<b>Five of six standards</b>	◆
<b>Six of six standards</b>	◆

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	460	452	0	0.00%
<b>Female</b>	207	205	0	0.00%
<b>Male</b>	253	247	0	0.00%
<b>American Indian or Alaska Native</b>	2	2	0	0.00%
<b>Asian</b>	87	87	0	0.00%
<b>Black or African American</b>	3	3	0	0.00%
<b>Filipino</b>	8	8	0	0.00%
<b>Hispanic or Latino</b>	43	41	0	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.00%
<b>Two or More Races</b>	37	37	0	0.00%
<b>White</b>	275	269	0	0.00%
<b>English Learners</b>	26	26	0	0.00%
<b>Foster Youth</b>	0	0	0	0.00%
<b>Homeless</b>	0	0	0	0.00%
<b>Socioeconomically Disadvantaged</b>	28	28	0	0.00%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.00%
<b>Students with Disabilities</b>	35	35	0	0.00%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

## 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.



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Daves Avenue ES		Los Gatos Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Daves Avenue ES		Los Gatos Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

\*\* This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

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

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

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



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (grade 5)

## Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

\*\* This school did not test students using the CAASPP for Science.





CAASPP Test Results by Student Group: English Language Arts (grades 3-5)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	232	216	93.10%	6.90%	80.56%
Female	97	92	94.85%	5.15%	84.78%
Male	135	124	91.85%	8.15%	77.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	51	50	98.04%	1.96%	92.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	20	18	90.00%	10.00%	61.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	18	16	88.89%	11.11%	81.25%
White	136	126	92.65%	7.35%	79.37%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	20	90.91%	9.09%	35.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Test Results by Student Group: Mathematics (grades 3-5)

For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	232	215	92.67%	7.33%	72.56%
<b>Female</b>	97	92	94.85%	5.15%	71.74%
<b>Male</b>	135	123	91.11%	8.89%	73.17%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	51	51	100.00%	0.00%	92.16%
<b>Black or African American</b>	❖	❖	❖	❖	❖
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	20	18	90.00%	10.00%	50.00%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	18	16	88.89%	11.11%	81.25%
<b>White</b>	136	124	91.18%	8.82%	66.13%
<b>English Learners</b>	❖	❖	❖	❖	❖
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	❖	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	❖	❖	❖	❖	❖
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	22	19	86.36%	13.64%	31.58%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## Textbooks and Instructional Materials

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

We choose our textbooks from lists that have already been approved by state education officials.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 9, 2021.



### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Reach for Reading</i> , National Geographic Learning (K-5)	2018
Mathematics	<i>My Math</i> , McGraw-Hill	2014
Science	Delta Education; FOSS, California Edition	2008
History/social science	Pearson Scott Foresman (K-3)	2007
History/social science	Houghton Mifflin (4-5)	2007

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2021-22 School Year

Daves Avenue ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

2021-22 School Year

Data collection date	9/9/2021
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✧ Not applicable.

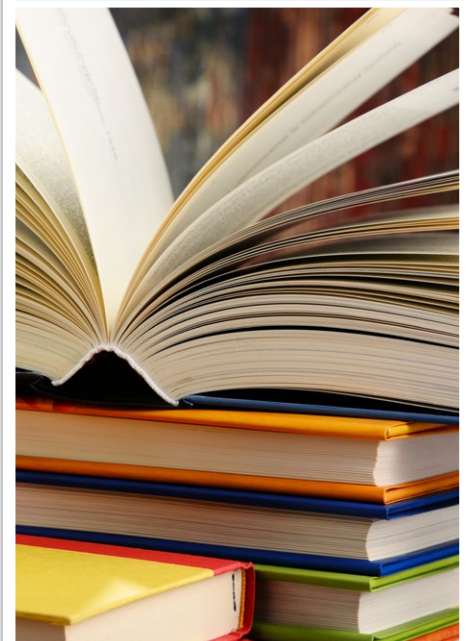
## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes







## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2021-22 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/26/2021

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>External</b>	Parking lot fence needs repair. Repairs have been postponed due to installation of solar array in this area in February 2022.	Winter/Spring 2022



## School Safety

The school safety plan was last reviewed, updated and discussed with school faculty in February 2022. The school safety plan makes recommendations for campus security, character education and school governance. We align our discipline policies with the California Education Code, and we expect students to meet high standards for behavior. Suspensions are rare. Students participate in monthly fire, earthquake and emergency drills. This work is guided by our Emergency Operations Plan.

## School Facilities

Daves Avenue School opened in 1952. A total renovation and expansion with new construction was completed in December 2007. This gives us the opportunity to provide a safe, clean and well-maintained campus for our students' education.

Our school includes eight buildings, none of which are portables. The bathrooms at our school are all in excellent working order. On an average day, 505 students and staff occupy these buildings, taking up 96% of our capacity.

Our library specialist works with each class weekly, providing lessons and introducing books. She is on-site four-and-a-half days a week. The Daves Avenue library is completely automated and contains a collection of more than 20,000 books. Our library specialist works with teachers to provide resources that support classroom studies and to gather their ideas for the purchase of new materials.

Our staff monitors students before school, during recess and after school. All visitors are required to sign in at the front office and wear a name badge. This year, Daves Avenue is piloting a volunteer management system called Raptor.

Maintenance crews perform maintenance repairs as soon as item deficiencies are reported to help continue to keep the school in the best possible condition. Daves Avenue has a custodial staff of one day custodian, one full-time night custodian, and one part-time night custodian who perform cleaning duties on a daily basis for the entire campus.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Daves Avenue ES	
<b>Permits and Waivers</b>		
<b>Misassignments</b>		
<b>Vacant Positions</b>		
<b>Total Teachers Without Credentials and Misassignments</b>		

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):** A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2020-21 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.50
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

✧ Not applicable.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

Indicator	Daves Avenue ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments

2019-20 School Year

Indicator	Daves Avenue ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



## Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data			2019-20 Fiscal Year
	Los Gatos Union SD	Similar Sized District	
<b>Beginning teacher salary</b>	\$63,915	\$51,450	
<b>Midrange teacher salary</b>	\$97,264	\$80,263	
<b>Highest teacher salary</b>	\$122,433	\$101,012	
<b>Average elementary school principal salary</b>	\$163,992	\$128,082	
<b>Average middle school principal salary</b>	\$177,761	\$132,453	
<b>Superintendent salary</b>	\$288,008	\$197,968	
<b>Teacher salaries: percentage of budget</b>	40%	34%	
<b>Administrative salaries: percentage of budget</b>	6%	6%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Daves Avenue ES</b>	\$9,915	\$112,405	
<b>Los Gatos Union SD</b>	\$9,888	\$108,764	
<b>California</b>	\$8,444	\$82,431	
<b>School and district: percentage difference</b>	+0.3%	+3.3%	
<b>School and California: percentage difference</b>	+17.4%	+36.4%	

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$13,235
<b>Expenditures per pupil from restricted sources</b>	\$3,319
<b>Expenditures per pupil from unrestricted sources</b>	\$9,915
<b>Annual average teacher salary</b>	\$112,405



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# Daves Avenue Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2022.

## School Accountability Report Card

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