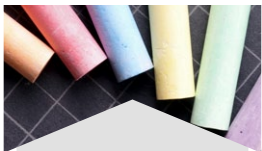
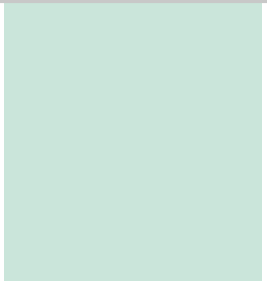


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# Daves Avenue Elementary School

2014-15  
School Accountability Report Card  
Published in 2015-16

Kit Bragg  
Principal  
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17770 Daves Avenue  
Monte Sereno, CA 95030

Grades: K-5  
Phone: (408) 335-2200  
<http://daves.lgusd.org>

CDS Code: 43-69526-6047526



## 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 staff is committed to supporting the Cornerstone Developmental Assets as we work together with parents to support the development of the whole child.

The staff currently implements Reader's Workshop and Writer's Workshop as instructional techniques in all grade levels to support a balanced literacy program for all students. Students receive instruction in phonics, word work, comprehension strategies, reading fluency, writing strategies and conventions as core instruction in 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. Our Home & School Club has funded a part-time math coach to work with teachers to advance teaching practices and develop units of study that address the needs of every student. Our teachers have attended staff development sessions in the area of mathematics and English language arts with an emphasis on assessment to support implementation of Common Core State Standards. Additionally, the staff is focused on the Professional Learning Community (PLC) model for meeting the needs of all students. This work is guided by a leadership team of grade-level representatives. The staff has rewritten the school plan addressing the four fundamental questions of a PLC: What do we want students to know? How will we know if they know it? How will we respond if they do not? How will we respond if they already know it?

We are grateful for our supportive parent community. This year, the Home & School Club continues to provide funds to enhance early literacy, as well as support technology integration through the purchase of iPads in the primary grades, Chromebooks in upper grades and whiteboards in the kindergarten classrooms. Parent volunteers work closely with the teachers to support each child. We look forward to the continued active involvement of our parents.

Kit Bragg  
Principal

## School Mission Statement

The Daves Avenue Elementary School community fosters a respectful environment, which 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 style 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 educational program at Daves Avenue Elementary School. Our Home & School Club raises funds for art, early literacy, math, science, and P.E. programs; cultural assemblies; teacher supplies and grants; a math coach; and technology. Parents help in classrooms, the library and the office. They also chaperone field trips; assist with noontime supervision; coordinate the Fun Walk, annual play, and carnival; and serve as volunteers at math festivals, author days, fundraisers, and book fairs. Parents help maintain a positive home-school communication link by publishing our Wednesday Wave each week. Volunteers also serve on the School Site Council (SSC) and many district-level committees.

Parents are invited to learn about curriculum and programs at our Family Math Nights and special curriculum forums. To find out how to become involved, please contact Principal Kit Bragg at (408) 335-2200.

## School Safety

The school safety plan will be most recently reviewed, updated and discussed with school faculty in February 2016. 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 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.



## Governing Board

Peter Noymer, *President*

Alex Potts, *Board Clerk*

Emi Eto, *Member*

Mani Farhadi, *Member*

Leigh-Anne Marcellin, *Member*

## District Mission Statement

Los Gatos Union School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

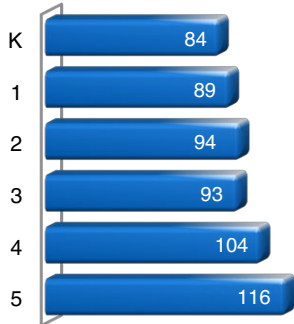
## District Vision Statement

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

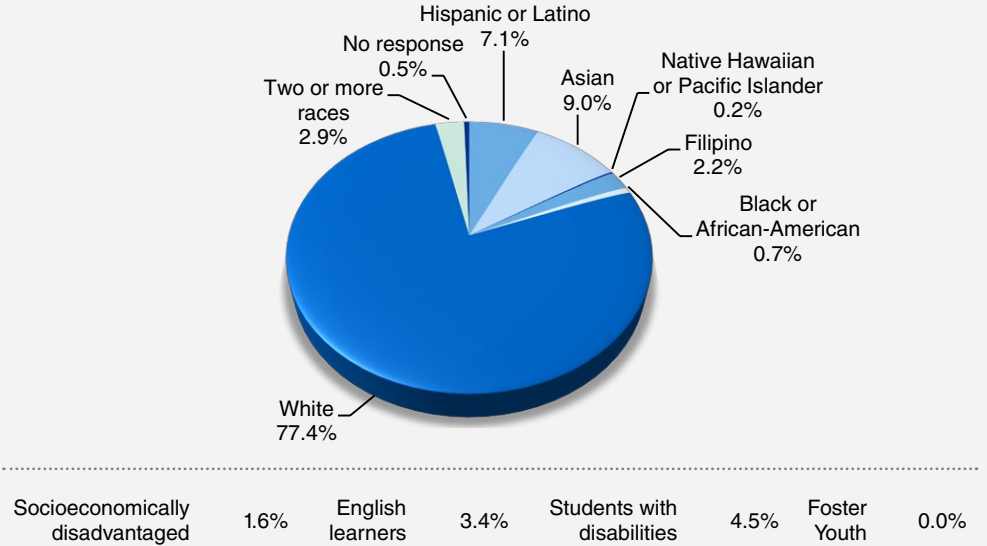
Daves Avenue ES			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	12-13	13-14	14-15
Suspension rates	0.3%	1.2%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

### Enrollment by Student Group

The total enrollment at the school was 580 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

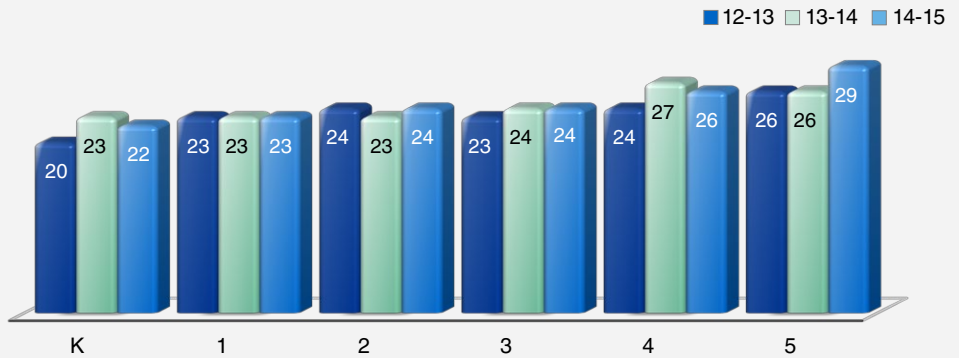


### Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	1		4			4		
1		4		4			4		
2		4		4			4		
3		4		4			4		
4		4		4			4		
5		4		4			4		

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2014-15 School Year		
	Daves Avenue ES	Los Gatos Union SD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<b>Met percent proficient:</b>			
English language arts	■	■	■
Mathematics	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	○	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2015-16 School Year	
	Daves Avenue ES	Los Gatos Union SD
<b>Program Improvement status</b>	Not Title I	Not Title I
<b>First year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Title I schools currently in Program Improvement</b>		0
<b>Percentage of Title I schools currently in Program Improvement</b>		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. This school and district are not in Program Improvement.



## 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).

### Percentage of Students Meeting Fitness Standards

#### 2014-15 School Year

#### Grade 5

<b>Four of six standards</b>	12.1%
<b>Five of six standards</b>	15.5%
<b>Six of six standards</b>	59.5%

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Daves Avenue ES			Los Gatos Union SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	92%	85%	88%	90%	87%	88%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	88%	
All students at the school	88%	
Male	87%	
Female	91%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	88%	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Students Scoring at Proficient or Advanced Levels			2014-15 School Year
Subject	Daves Avenue ES	Los Gatos Union SD	California
English language arts/literacy	71%	74%	44%
Mathematics	60%	69%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	96	95	99.0%	13%	22%	33%	33%
Male		43	44.8%	9%	23%	30%	37%
Female		52	54.2%	15%	21%	35%	29%
Black or African-American		1	1.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	10.4%	❖	❖	❖	❖
Filipino		1	1.0%	❖	❖	❖	❖
Hispanic or Latino		8	8.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		72	75.0%	8%	22%	32%	38%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	2.1%	❖	❖	❖	❖
English learners		3	3.1%	❖	❖	❖	❖
Students with disabilities		5	5.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	96	95	99.0%	9%	31%	31%	29%
Male		43	44.8%	9%	19%	35%	37%
Female		52	54.2%	10%	40%	27%	23%
Black or African-American		1	1.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		10	10.4%	❖	❖	❖	❖
Filipino		1	1.0%	❖	❖	❖	❖
Hispanic or Latino		8	8.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		72	75.0%	8%	29%	31%	32%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	2.1%	❖	❖	❖	❖
English learners		3	3.1%	❖	❖	❖	❖
Students with disabilities		5	5.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	107	105	98.1%	13%	18%	35%	33%
Male		60	56.1%	12%	18%	37%	33%
Female		45	42.1%	16%	18%	33%	33%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	8.4%	❖	❖	❖	❖
Filipino		5	4.7%	❖	❖	❖	❖
Hispanic or Latino		7	6.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		80	74.8%	14%	15%	36%	35%
Two or more races		3	2.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		0	0.0%	❖	❖	❖	❖
English learners		1	0.9%	❖	❖	❖	❖
Students with disabilities		5	4.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	107	105	98.1%	8%	37%	35%	20%
Male		60	56.1%	7%	32%	38%	23%
Female		45	42.1%	9%	44%	31%	16%
Black or African-American		1	0.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	8.4%	❖	❖	❖	❖
Filipino		5	4.7%	❖	❖	❖	❖
Hispanic or Latino		7	6.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		80	74.8%	9%	35%	39%	18%
Two or more races		3	2.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		0	0.0%	❖	❖	❖	❖
English learners		1	0.9%	❖	❖	❖	❖
Students with disabilities		5	4.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	117	116	99.1%	8%	15%	40%	38%
Male		58	49.6%	10%	14%	47%	29%
Female		58	49.6%	5%	16%	33%	47%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	7.7%	❖	❖	❖	❖
Filipino		5	4.3%	❖	❖	❖	❖
Hispanic or Latino		6	5.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		94	80.3%	7%	18%	39%	35%
Two or more races		1	0.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		5	4.3%	❖	❖	❖	❖
English learners		2	1.7%	❖	❖	❖	❖
Students with disabilities		9	7.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	117	116	99.1%	15%	20%	29%	36%
Male		58	49.6%	12%	21%	26%	41%
Female		58	49.6%	17%	19%	33%	31%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	7.7%	❖	❖	❖	❖
Filipino		5	4.3%	❖	❖	❖	❖
Hispanic or Latino		6	5.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		94	80.3%	15%	23%	28%	34%
Two or more races		1	0.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		5	4.3%	❖	❖	❖	❖
English learners		2	1.7%	❖	❖	❖	❖
Students with disabilities		9	7.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## 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	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✦
Health	0%

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015



## 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-serve 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.

## 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 21, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
Mathematics	My Math, 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

## Quality of Textbooks

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

Quality of Textbooks		2015-16 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Professional Development

The staff attends three staff development days each year. This year, teachers received training in the areas of mindfulness, using data to inform instruction through common benchmark assessments and standard-based grading. A large component of our staff development time has been dedicated to learning about standards-based grading as we transition to a TK-5 standards-based reporting tool. The teachers also have weekly opportunities to meet in grade-level collaboration teams to review student work and plan instruction. This year, our teachers have continued to work collaboratively to develop intervention and extension activities for students as we respond to the four fundamental questions of a Professional Learning Community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when they already know the material?

Professional Development Days		Three-Year Data		
	2013-14	2014-15	2015-16	
Daves Avenue ES	3 days	3 days	3 days	

✦ Not applicable.

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Fair	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			10/20/2015
<b>Date of the most recent completion of the inspection form</b>			10/20/2015

## 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		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
<b>Systems</b>	Air handler in room 4 has air in lines. Repairs completed December 2015.	
<b>Electrical</b>	Parking lot is light out. Repairs scheduled to be complete by the end of January 2016.	
<b>Structural</b>	A 4-inch hole in the canopy on Building C due to vandalism. Repairs completed December 2015.	

## 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.

## School Facilities

Daves Avenue School completed a major renovation project that included total renovation as well as new construction. Our students returned to a new campus at the original Daves Avenue School site in December 2007.

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, 600 students and staff occupy these buildings, taking up 98 percent 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.

Daves Avenue opened in 1952 and was remodeled in 2007. Daves Avenue School went through a complete modernization project and was completed approximately six-and-a-half years ago. This gives us the opportunity to provide a safe, clean and well-maintained campus for student education.

Our staff monitors students before school, after school and at recess time. All visitors are required to sign in at the front office and wear a name badge.

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 and one-and-a-half night custodians who perform cleaning duties on a daily basis for the entire campus.





*"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."*

### 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).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
<b>Support Staff</b>	
Social/behavioral or career development counselors	0.35
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.50
Social worker	0.00
Nurse	0.19
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Los Gatos Union SD	Daves Avenue ES		
	15-16	13-14	14-15	15-16
<b>Teachers</b>				
<b>With full credential</b>	156	28	28	28
<b>Without full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Daves Avenue ES		
	13-14	14-15	15-16
<b>Teachers</b>			
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Daves Avenue ES</b>	100.00%	0.00%
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	◇	◇
<b>Low-poverty schools in district</b>	100.00%	0.00%

◇ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data		2013-14 Fiscal Year
	Los Gatos Union SD	Similar Sized District
<b>Beginning teacher salary</b>	\$51,392	\$42,723
<b>Midrange teacher salary</b>	\$78,209	\$65,936
<b>Highest teacher salary</b>	\$98,446	\$84,545
<b>Average elementary school principal salary</b>	\$121,598	\$106,864
<b>Average middle school principal salary</b>	\$140,318	\$110,494
<b>Superintendent salary</b>	\$202,800	\$159,133
<b>Teacher salaries: percentage of budget</b>	40%	40%
<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		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Daves Avenue ES</b>	\$6,053	\$86,052
<b>Los Gatos Union SD</b>	\$7,111	\$84,657
<b>California</b>	\$5,348	\$69,086
<b>School and district: percentage difference</b>	-14.9%	+1.6%
<b>School and California: percentage difference</b>	+13.2%	+24.6%

## 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	
2013-14 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,305
<b>Expenditures per pupil from restricted sources</b>	\$1,253
<b>Expenditures per pupil from unrestricted sources</b>	\$6,053
<b>Annual average teacher salary</b>	\$86,052



## 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.

Data for this year's SARC was provided by the California Department of Education (CDE), 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://data1.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 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

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# Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

## Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

## Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

## Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.