

Daves Avenue Elementary School

CDS Code: 43-69526-6047526

17770 Daves Avenue Los Gatos, CA 95030-3218 • Phone: (408) 335-2012 • Grades: K-5
http://daves.lgusd.org • Kit Bragg, Principal • Email: kbragg@lgusd.k12.ca.us



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 music, art, and drama. 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 to support implementation of Common Core standards. We are currently piloting several technology integration models using small group centers of iPads in primary and interactive white boards in Kindergarten. Additionally, the staff is focused on the Professional Learning Community model for meeting the needs of all students, and 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 our technology as well as support our early literacy, PE, math, science, professional-development and teacher grant programs. 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 mission of Daves Avenue Elementary School as the premier school site of leaders, learners and teachers, is to create a community of lifelong learners and productive contributors to an ever-changing society.

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) 335-2012.

Los Gatos Union Elementary School District

Diana Abbati, Superintendent
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Los Gatos, CA 95032
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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.

Governing Board

Leigh-Anne Marcellin, *President*
Scott Broomfield, *Clerk*
Emi Eto, *Member*
Peter Noymer, *Member*
Alex Potts, *Member*

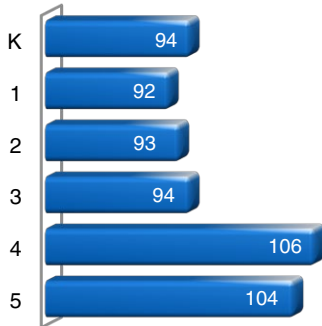
2013-14 School Accountability Report Card — Published during the 2014-15 school year

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.

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.

2013-14 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

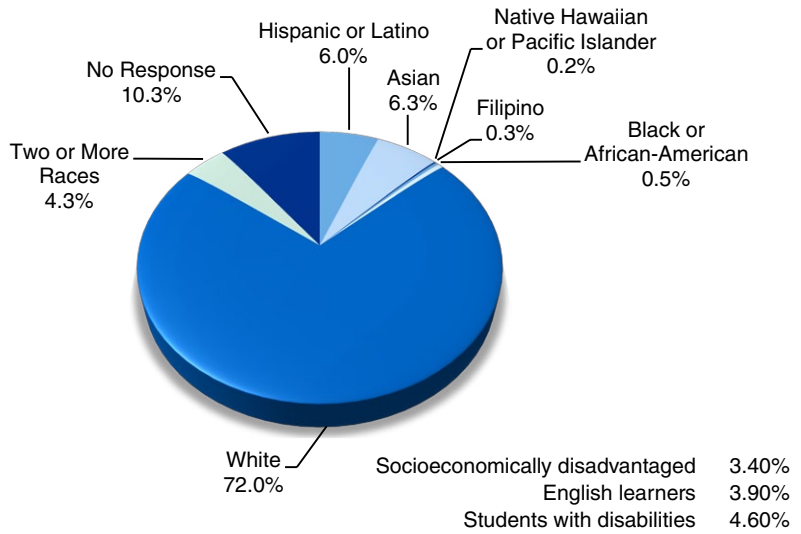
Daves Avenue ES			
	11-12	12-13	13-14
Suspension rates	1.0%	0.4%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union ESD			
	11-12	12-13	13-14
Suspension rates	1.2%	1.0%	1.3%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	◇	◇	◇
Expulsion rates	◇	◇	◇

Enrollment by Student Group

The total enrollment at the school was 583 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2013-14 School Year

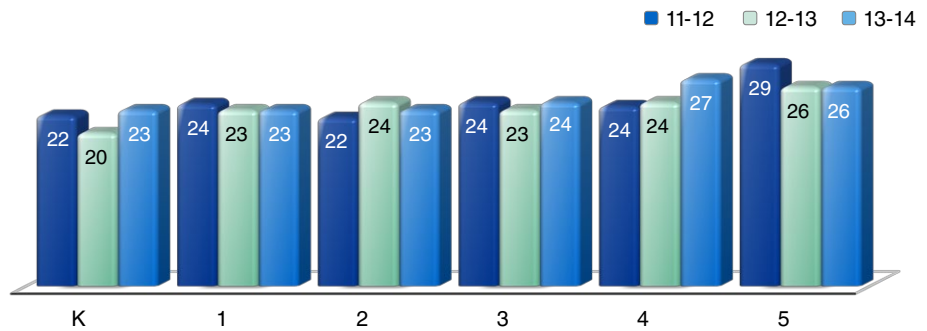


Class Size Distribution

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 Comparison



Number of Classrooms by Size

Three-Year Data Comparison

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	3	1		3	1			4	
1		4			4			4	
2	2	3			4			4	
3	1	4			4			4	
4		4			4			4	
5		4			4			4	

◇ At the time this report was published, California suspension and expulsion results were not available.

California Assessment of Student Performance and Progress Results: 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 Comparison								
	Daves Avenue ES			Los Gatos Union ESD			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	91%	92%	85%	92%	90%	88%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	88%
All students at the school	85%
Male	88%
Female	83%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	86%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts and mathematics. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Daves Avenue ES			Los Gatos Union ESD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	83%	85%	79%	86%	87%	85%	54%	56%	55%
Mathematics	80%	80%	77%	82%	82%	81%	49%	50%	50%

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

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).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

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.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	10	9	9
Similar Schools API Rank	2	1	2

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API and Three-Year Data Comparison					
	2013 Growth API			Daves Avenue ES – Actual API Change		
Group	Daves Avenue ES	Los Gatos Union ESD	California	10-11	11-12	12-13
All students	903	929	790	5	-1	-14
Black or African-American	❖	918	707	■	■	■
American Indian or Alaska Native	❖	923	742	■	■	■
Asian	928	967	906	■	■	■
Filipino	❖	❖	867	■	■	■
Hispanic or Latino	818	843	743	■	■	■
Native Hawaiian or Pacific Islander	❖	❖	773	■	■	■
White	903	929	852	8	-9	-12
Two or more races	966	970	845	■	■	■
Socioeconomically disadvantaged	❖	737	742	■	■	■
English learners	855	850	717	■	■	■
Students with disabilities	692	717	616	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2013-14 School Year	
	Daves Avenue ES	Los Gatos Union ESD	
Met overall AYP	**	**	
Met participation rate			
English language arts	**	**	
Mathematics	**	**	
Met percent proficient			
English language arts	**	**	
Mathematics	**	**	
Met graduation rate	x	x	

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 (API or graduation rate) 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 percent 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.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year	
	Daves Avenue ES	Los Gatos Union ESD	
Program Improvement status	Not Title I	Not Title I	
First year of Program Improvement	◇	◇	
Year in Program Improvement*	◇	◇	
Number of schools identified for Program Improvement		0	
Percent of schools identified for Program Improvement		0.00%	

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

x Not applicable. The graduation rate for AYP criteria applies to high schools.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

◇ Not applicable.

School Safety

The School Safety Plan will be most recently reviewed, updated, and discussed with school faculty in February 2015. 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.

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.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	8.30%
Five of six standards	29.20%
Six of six standards	57.30%

Currency of Textbook Data

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

Currency of Textbooks	
2014-15 School Year	
Data collection date	09/2014

Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club, the district's education foundation, state and federal funding including Title I and School Improvement Program funds. 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 contract with a local counseling support provider to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training, and support materials.

Professional Development

The staff attends three staff-development days each year. This year, teachers received training in the areas of safety and technology. A large component of our staff development time has been dedicated to facilitating the transition to the recently adopted Common Core State Standards. The teachers also have weekly opportunities to meet in grade-level teaching groups 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.

For the 2011-12 school year, we dedicated three full days and six half-days for professional development. In 2012-13, teachers received PD at three districtwide professional-development days.. In 2013-14, teachers continue to receive PD at XX districtwide professional-development days.

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 Content 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 their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
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
English-Language Arts	Houghton Mifflin (K-5)	2003

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		2014-15 School Year
Daves Avenue ES	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	0%	
Foreign Language	0%	
Health	0%	

Quality of Textbooks

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

Quality of Textbooks		2014-15 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	

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 and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, 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		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/23/2014
Date of the most recent completion of the inspection form			10/23/2014

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		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Building C: Blocked air handler replaced October, 2014.	
Interior	Building T: Stained ceiling tiles replaced October, 2014. Cause determined to be from exterior pressure washing in prep of painting; nonreoccurring.	

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.

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 in our school contain 41 toilets that 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-one-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 library specialist is currently working toward her library-media teaching credential.

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.





"The Daves Avenue Elementary School faculty is proud of our students' academic achievements."

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	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0.23
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 (non-teaching)	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.

Teacher Credential Information	Three-Year Data Comparison			
	Los Gatos Union ESD	Daves Avenue ES		
Teachers	14-15	12-13	13-14	14-15
With full credential	X	30	28	X
Without full credential	X	0	0	X
Teaching outside subject area of competence	X	0	0	X

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 Comparison		
	Daves Avenue ES		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended 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 2013-14 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.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Daves Avenue ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2012-13 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 CDE Current Expense of Education & Per-pupil Spending Web page at 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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	2012-13 Fiscal Year	
	Los Gatos Union ESD	Similar Sized District
Beginning teacher salary	\$49,895	\$41,535
Midrange teacher salary	\$75,931	\$64,101
Highest teacher salary	\$95,579	\$82,044
Average elementary school principal salary	\$130,930	\$104,336
Average middle school principal salary	\$140,318	\$107,911
Superintendent salary	\$202,800	\$155,309
Teacher salaries — percent of budget	40%	41%
Administrative salaries — percent of budget	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	2012-13 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Daves Avenue ES	\$5,929	\$83,669
Los Gatos Union ESD	\$7,058	\$80,063
California	\$4,690	\$67,289
School and district — percent difference	-16.0%	+4.5%
School and California — percent difference	+26.4%	+24.3%

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	
2012-13 Fiscal Year	
Total expenditures per pupil	\$7,151
Expenditures per pupil from restricted sources	\$1,222
Expenditures per pupil from unrestricted sources	\$5,929
Annual average teacher salary	\$83,669



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, 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. For further information regarding the data elements and terms used in the SARC see the *Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 2014.

Local Control Accountability Plan (LCAP) Requirements

The table below outlines the eight state priority areas and whether or not the data are included in the School Accountability Report Card.

Local Control Accountability Plan Requirements	Alignment Between the Eight State Priority Areas and the SARC
Education Code (EC)	Data Required in the SARC
Priority 1: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. EC § 52060 (d)(1)	Yes
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	Yes
School facilities are maintained in good repair. EC § 52060 (d)(1)	Yes
Priority 2: Implementation of State Standards	
Implementation of academic content and performance standards adopted by the state board for all students, including English Language Development standards for English learners. EC § 52060 (d)(2)	No
Priority 3: Parental Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	Yes
Priority 4: Pupil Achievement	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	Yes
The Academic Performance Index. EC § 52060 (d)(4)(B)	Yes
The percentage of pupils 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. EC § 52060 (d)(4)(C)	Yes
The percentage of English learners who make progress toward English proficiency (e.g., California English Language Development Test). EC § 52060 (d)(4)(D)	No
The English learner reclassification rate. EC § 52060 (d)(4)(E)	No
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. EC § 52060 (d)(4)(F)	No
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. EC § 52060 (d)(4)(G)	No
Priority 5: Pupil Engagement	
School attendance rates. EC § 52060 (d)(5)(A)	No
Chronic absenteeism rates. EC § 52060 (d)(5)(B)	No
Middle school dropout rates. EC § 52060 (d)(5)(C)	No
High school dropout rates. EC § 52060 (d)(5)(D)	Yes
High school graduation rates. EC § 52060 (d)(5)(E)	Yes
Priority 6: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	Yes
Pupil expulsion rates. EC § 52060 (d)(6)(B)	Yes
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. EC § 52060 (d)(6)(C)	Yes ¹
Priority 7: Course Access	
Pupils have access to and are enrolled in a broad course of study that includes all subject areas. EC § 52060 (d)(7)	No
Priority 8: Other Pupil Outcomes	
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. EC § 52060 (d)(8)	Yes ²

¹ School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

² English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.