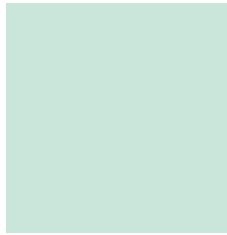
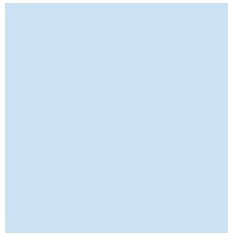


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



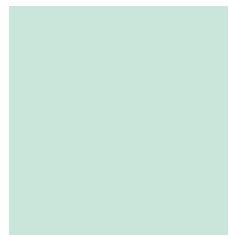
## Daves Avenue Elementary School

Grades TK-5  
CDS Code 43-69526-6047526

Jenna Mittleman  
Principal  
[jmittleman@lgusd.org](mailto:jmittleman@lgusd.org)

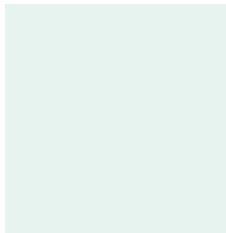
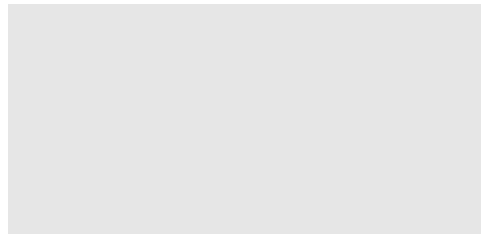
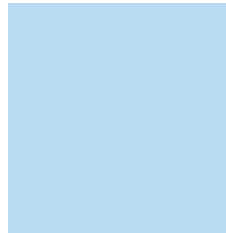
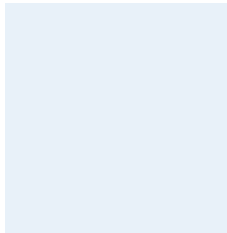
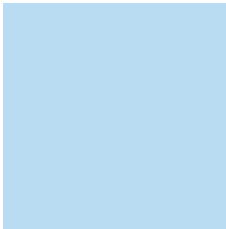
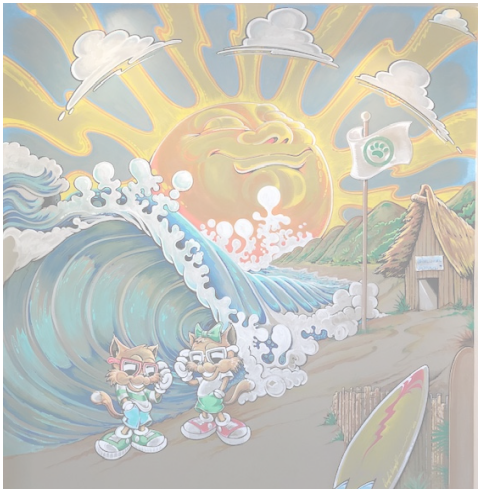
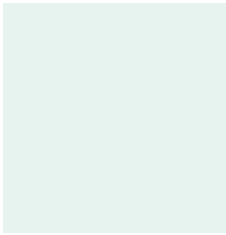
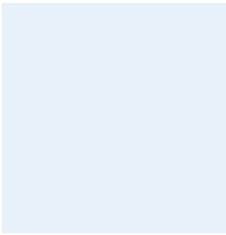
17770 Daves Avenue  
Los Gatos, CA 95030  
(408) 335-2012

<http://daves.lgusd.org>



## Los Gatos Union School District

17010 Roberts Road Los Gatos, CA 95032 ▪ [www.lgusd.org](http://www.lgusd.org)  
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.

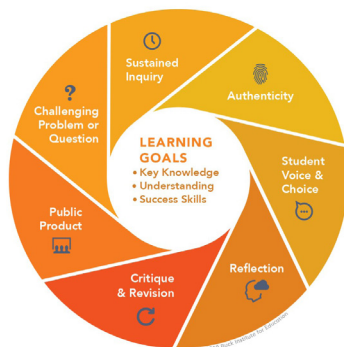
The staff currently implements a Balanced Literacy approach to literacy in all grade levels to support a love of learning for all students. Students receive direct instruction in phonics, word work, comprehension strategies, reading fluency, writing strategies and conventions as core instruction in English 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 are fortunate that the Los Gatos Education Foundation funds specialists to support the whole-child experience on campus.

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?

We are grateful for our supportive parent community. Our Home & School Club works diligently to promote our Dollars for Daves annual ask, which helps to fund study trips, technology, classroom funds, professional developments, recess enrichments and more. Last year, every student was provided a piece of flexible seating or movement-optional seating. These "Oodles and Noodles" are research-based pieces of furniture that help to support student engagement and support inclusive classrooms. Finally, a team of teachers attended Project Based Learning (PBL) World in June 2019. We are looking forward to expanding Project Based Learning practices in years to come. Currently we are focusing on Gold Standard PBL to support and enhance student learning on campus.

### Gold Standard PBL

Seven Essential Project Design Elements



We are grateful for our supportive parent community. Our Home & School Club works diligently to promote our Dollars for Daves annual ask, which helps to fund study trips, technology, classroom funds, professional developments, recess enrichments and more. Last year, every student was provided a piece of flexible seating or movement-optional seating. These "Oodles and Noodles" are research-based pieces of furniture that help to support student engagement and support inclusive classrooms. Finally, a team of teachers attended Project Based Learning (PBL) World in June 2019. We are looking forward to expanding Project Based Learning practices in years to come. Currently we are focusing on Gold Standard PBL to support and enhance student learning on campus.

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!

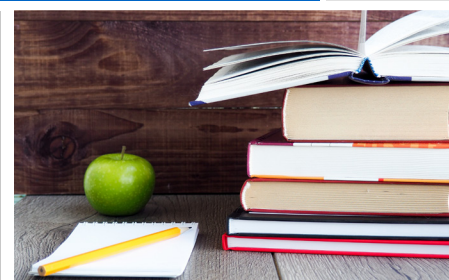
Kind regards,  
Jenna Mittleman  
Principal

## 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.



## 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

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.



Est. 1863

## Board of Trustees

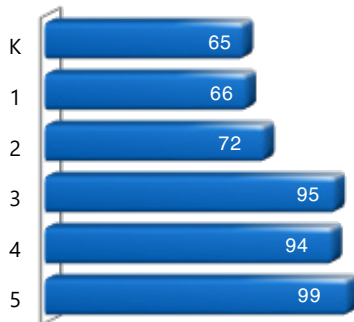
John Kuntzmann, Board President  
Daniel Snyder, Board Clerk  
Peter Noymer, Board Member  
Stephen Parson, Board Member  
Courtney Monk, Board Member



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

## 2018-19 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.

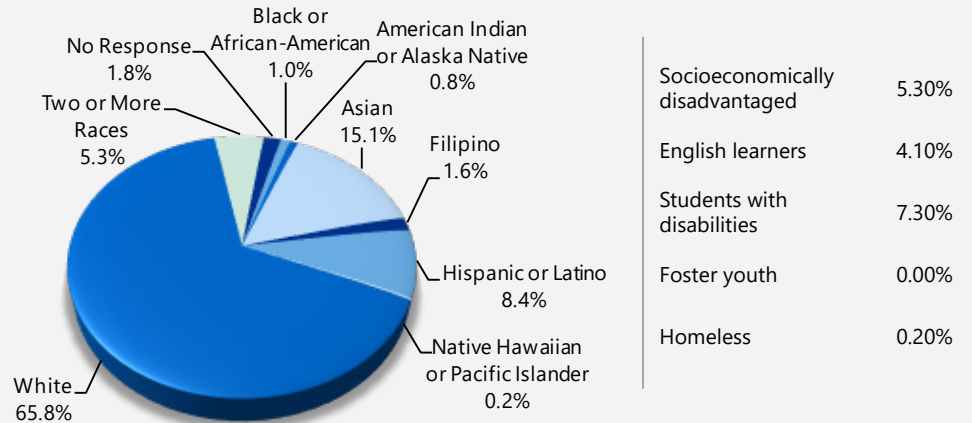
## Suspension and Expulsion Rates

Daves Avenue ES			
	16-17	17-18	18-19
Suspension rates	0.3%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	16-17	17-18	18-19
Suspension rates	1.5%	1.7%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 491 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

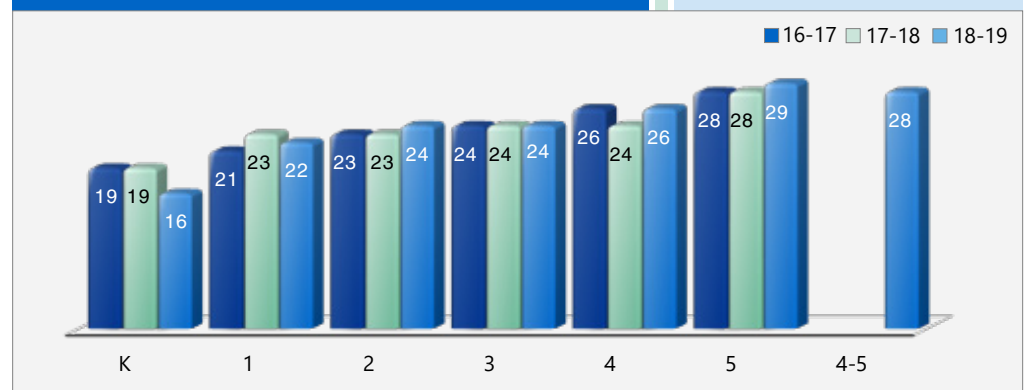
## Demographics



## 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



## Number of Classrooms by Size

[illegible]



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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Daves Avenue ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Daves Avenue ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	81%	82%	80%	79%	50%	48%
Mathematics	77%	80%	77%	76%	38%	37%

## 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		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Daves Avenue ES
		Grade 5
Four of six standards		9.8%
Five of six standards		19.6%
Six of six standards		58.8%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. 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 table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–5.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	286	280	97.90%	1.02%	82.14%
Male	166	162	97.59%	1.02%	79.63%
Female	120	118	98.33%	1.02%	85.59%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	39	36	92.31%	1.08%	83.33%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	77.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	200	197	98.50%	1.02%	84.26%
Two or more races	17	17	100.00%	0.00%	70.59%
Socioeconomically disadvantaged	12	12	100.00%	0.00%	58.33%
English learners	18	13	72.22%	1.38%	76.92%
Students with disabilities	31	30	96.77%	1.03%	56.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

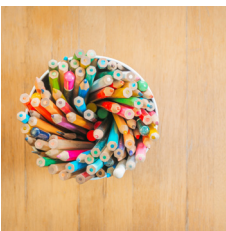
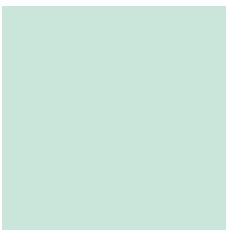




## CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	286	284	99.30%	1.01%	79.58%
Male	166	166	100.00%	0.00%	82.53%
Female	120	118	98.33%	1.02%	75.42%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	39	38	97.44%	1.03%	86.84%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	0.00%	61.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	200	199	99.50%	1.01%	80.90%
Two or more races	17	17	100.00%	0.00%	70.59%
Socioeconomically disadvantaged	12	12	100.00%	0.00%	83.33%
English learners	18	17	94.44%	1.06%	70.59%
Students with disabilities	31	30	96.77%	1.03%	53.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.



## 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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
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	
2019-20 School Year	
Data collection date	9/12/2019

## 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 12, 2019.

Textbooks and Instructional Materials List		2019-20 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

## Quality of Textbooks

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

Quality of Textbooks		2019-20 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

## Parental Involvement

The school safety plan was last reviewed, updated and discussed with school faculty in February 2020. 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 Safety

The school safety plan was last reviewed, updated and discussed with school faculty in February 2020. 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 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		2019-20 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		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/2/2019
<b>Date of the most recent completion of the inspection form</b>		10/2/2019

## 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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>External</b>	Playground platform surfaces worn. To be replaced.	December 2019

## 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 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.

## 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

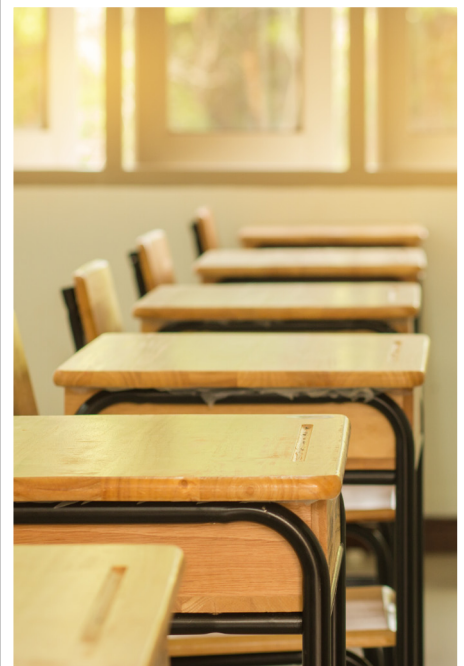
Daves Avenue School opened in 1952. A total renovation and expansion with new construction was completed in December 2007. This gives us the opportunity to provide a safe, clean and well-maintained campus for our students' education.

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, 545 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.

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.

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 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		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	135	26	23	23
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## 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	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	✧
Support Staff	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	0.38
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.75
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>Nurse</b>	0.20
<b>Speech/language/hearing specialist</b>	1.00
<b>Resource specialist (nonteaching)</b>	1.00

## 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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Daves Avenue ES		
Teachers		17-18	18-19	19-20
<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



*"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!"*

## Professional Development

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3	3	

✧ Not applicable.



## Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$60,107	\$49,378
Midrange teacher salary	\$91,470	\$77,190
Highest teacher salary	\$115,139	\$96,607
Average elementary school principal salary	\$155,155	\$122,074
Average middle school principal salary	\$175,629	\$126,560
Superintendent salary	\$265,522	\$189,346
Teacher salaries: percentage of budget	42%	36%
Administrative salaries: percentage of budget	7%	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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$9,177
Expenditures per pupil from restricted sources	\$1,099
Expenditures per pupil from unrestricted sources	\$8,077
Annual average teacher salary	\$101,963



## 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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Daves Avenue ES	\$8,077	\$101,963
Los Gatos Union SD	\$9,224	\$97,542
California	\$7,507	\$77,619
School and district: percentage difference	-12.4%	+4.5%
School and California: percentage difference	+7.6%	+31.4%

## 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 December 2019.

## School Accountability Report Card

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