



Southside Elementary School

4991 Southside Road • Hollister, CA 95023 • (831) 637-4439 • Grades K-8

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www.ssesd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Southside Elementary School District

4991 Southside Road
Hollister, CA 95023
(831) 637-4439
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District Governing Board

Michael Ruth
President

Sarah Alford
Vice President

Katie Evans

Laura Forth

District Administration

John Schilling, Ed.D.
Superintendent

John Schilling
Superintendent/Principal

School Description

Southside School District is a single rural school district in the City of Hollister. The school is located in the county of San Benito, approximately 95 miles south of San Francisco and 40 miles east of Monterey Bay. The staff at Southside School works to provide a high-quality education for all students and this is reflected in the school's consistently high test scores. The school is proud of its dedicated veteran staff, the parent participation, visual and performing arts programs, and the physical education program. Southside has made advances in providing technology access for all students and providing a 1 to 1 student device ratio in each classroom. In the 2020-21 school year, the school served 220 students in grades transitional kindergarten through eighth grade.

In late summer 2020, San Benito County was placed on the California Coronavirus Monitoring list due to the increase of disease transmission in our community. Under the guidance from California Governor Gavin Newsom, schools in our county cannot reopen for on-campus learning until San Benito County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, 100% of students started the year in a distance learning model. Southside school has committed to maintain a 100% distance learning model for a six week time period and to re-evaluate learning model options with a possibility to re-open on campus learning after six weeks pending the decrease in disease transmission and guidance for local and state health officials.

In spite of the difficult circumstances caused by the COVID-19 pandemic Southside Elementary remains committed to serving our students by providing high quality equitable instructional program and continuing our efforts to meet the individual and diverse needs of all students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	21
Grade 2	24
Grade 3	19
Grade 4	20
Grade 5	29
Grade 6	22
Grade 7	28
Grade 8	27
Total Enrollment	215

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.5
Hispanic or Latino	58.1
White	40.5
Socioeconomically Disadvantaged	42.8
English Learners	16.7
Students with Disabilities	7
Homeless	7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Southside Elementary School	18-19	19-20	20-21
With Full Credential	8	8.5	8.5
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	.5		

Teacher Credentials for Southside Elementary School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Southside Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners		0	0
Total Teacher Misassignments*	.5	0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Southside School held a public hearing on October 7, 2020, and determined that each school within the district had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams VS. the State of California. All students, including English learners, are provided their own individual standards-aligned textbooks or Instructional materials, or both, in core subjects and in visual and performing arts, for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Wonders/McGraw Hill Adopted in 2016 California Connections/Houghton Mifflin Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	CA Envision/ Pearson adopted in 2012 Math in Focus/Marshall Cavendish adopted in 2014 Math accelerated Pre-Algebra/McGraw Hill adopted 2016 Algebra 1/McGraw Hill adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Adopted in 2011 Holt Adopted in 2011 Life Science/McDougal Littell adopted in 2011 Physical Science/ McDougel Littell adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI TK-8th grade Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Southside Elementary School was built in 1980, with portables added in 2000 and 2006. Plans for modernization are currently being prepared for renovating the main office, library, tech lab, science lab, and staff facilities. Reconstruction of the gymnasium was completed in 2009. Facility information is current as of September 2020. School facilities are situated on seven acres and encompass 17,500 square feet. They consist of five permanent classrooms, six relocatable classrooms, a library, a gymnasium, a computer lab, staff rooms, administrative offices, and restrooms. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. Maintenance supervisors are proactive and conduct inspections on a continual basis. Repairs necessary to keep the school in good repair and working order are: completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order. Due to severe weather, a large tree was damaged in the playground area. Staff responded in a timely manner to safely remove the tree to insure students and staff safety.

Cleaning Process and Schedule

The school is cleaned daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Due to COVID-19 the administration and custodial staff have developed sanitization and disinfection schedules and check lists to ensure that high touch surfaces and contact points are cleaned daily.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2018-19 school year, the district budgeted \$5,000.00 for the deferred maintenance program. This represents 0.50% of the district's general fund budget.

Deferred Maintenance Projects

Deferred maintenance projects scheduled for the 2020-21 school year includes general maintenance

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/9/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	Play Ground: D=ground squirrel gopher problem on the back field area
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	69	N/A	69	N/A	50	N/A
Math	50	N/A	50	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	53	N/A	53	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents and the community are very supportive of the educational program at Southside Elementary School. The school has a very active Parent Club and many parents volunteer in various classrooms. Parents are welcome to attend school-wide events held throughout the school year. Numerous local businesses also offer generous support of all the school's programs and activities.

The Southside School District has made efforts to engage a variety of stakeholders throughout the school year to seek input in the planing and analysis of the Southside School LCAP. Public meetings were held with the public hearing date was with board of trustees on 5/29/19 and on 6/5/19. Meetings with the staff to review portions of the document were held on 5/9/19. A public meeting was held with the Migrant parent organization on 5/9/19 and then with the Migrant Parent board members on 5/30/18. Final board of trustee approval occurred on 6/5/19. The tools and activities listed below were used for data collection and stakeholder input to develop the plan. Currently Parents can participate in the Parent club, the Migrant parent action committee, and volunteer opportunities. Parents are contacted each week with school activity updates and with real-time messaging.

During the 2019-2020 school year Southside Elementary engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our school responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan. Feedback gathered throughout the 2019-2020 school year through the start of the 2020-2021 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys, parent meetings, conversations with students and parents, planning committees, union meetings, and Board of trustee meetings.

Surveys:

Distance Learning Parent Survey - Administered on-line from May 15th 2020 to June 15th 2020

This survey asked parents/guardians about the spring 2020 Southside distance learning program and how individual student needs were being met, learning loss and ways to strengthen the distance learning program. 74 families participated in this survey.

Budget Advisory Survey - Administered on-line from May 21st 2020 to May 27th 2020

This survey was for the budget advisory committee to prioritize budget items in anticipation of possible budget reductions for the 2020-2021 school year. Survey items asked participants to consider areas of certificated staff, classified staff, curriculum programs and school related programs and services. Four committee members participated in this survey.

Southside Re-opening of School Survey - Administered on-line from June 8th 2020 to July 3rd 2020

This survey asked parents/guardians about the 2020-2021 school program models, health and safety priorities and technology needs. 107 families participated in this survey.

On-line Chrome book technology Survey - Administered from August 8th 2020 to August 31st 2020

This survey and form asked parents if they needed chrome books at home for distance learning instruction. The survey included the acknowledgment of the Southside Elementary technology loan agreement. 79 families participated in the survey and the survey included a Spanish language version.

Parent Meetings:

The Southside parent club meetings are conducted one time a month and to accommodate our diverse membership meeting alternate each month from a morning meeting to a night meetings. Each meeting includes parent club business, budgets and activities as well as an update from the administration. The site principal will provide updates on school business, curriculum, activities, staffing, and community related items. Parent club members and the public are encouraged to ask questions and provide feedback for the administration. Due to the COVID-19 pandemic in person meetings were canceled in April, May, and June. Communication with the school and parent club transitioned to emails, zoom and phone calls.

A second Southside parent group that meets 6-8 times a year is the Parent Advisory Committee (PAC). The PAC members are comprised of our parents of students identified in our Migrant Education program. The PAC board is made up of Migrant Education parents. Our meeting include our migrant education liaison staff member who is a classified staff member, our site administrator, and a variety of guests that might appear for different topics of discussion. A typical PAC meeting will have between 12 and 20 participants. The Southside PAC board regularly reviews and provides feedback on the LCAP plan each year.

Conversations with Students and Parents:

Teacher and office staff outreach regarding student participation and engagement in distance learning and/or not engaging in internet communications took place from March 2020 to June 2020. During the 2019-2020 school closure teachers collected participation and attendance data with students on a daily basis. Once students were identified as not participating, personal student/family contact was made to determine participation barriers and support was provided to eliminate barriers. If students continued to be absent or continued to avoid participation the student name was sent to the office staff for additional support.

Planning Committees:

Two special committees were formed to address specified issues related to school operations. At the end of the 2019-2020 school year a budget advisory committee (BAC) was formed to make recommendations to the board of trustees in anticipation of budget reductions anticipated for the 2020-2021 school year. The committee was comprised of a certificated staff member, a board member, a parent, a classified staff member and the school administrator. The recommendations from the BAC were sent to the board of trustees meeting held on May 29th 2020.

The second special committee that was formed was the re-opening of school committee. This committee was comprised of a certificated staff member, the food service manager, a classified staff member and the school administrator. The recommendations of the re-opening committee were used to develop the Southside Elementary Hybrid Learning model in anticipation of students being on campus for some portion of the school day.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Southside School. The school strives to be compliant with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated each year in the fall. All revisions were communicated to both the classified and certificated staff. The comprehensive Safe School Plan was developed by the School to comply with Senate Bill 187 (SS 187) of 1991. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Every faculty member is aware of their role in case of disaster or potential Run Hide Defend/Active shooter situations. Evacuation routes are posted in every classroom and safety drills are held 3-4 times per school year. One administrator and the entire Southside staff monitor the campus from 7:30 a.m. - 4:00 p.m. daily. Southside is a closed campus and all visitors must register with the office before entering the school. Southside has a complete and comprehensive emergency preparedness plan. Due to the COVID-19 pandemic, Southside has developed health and safety protocols for all stakeholders based upon the recommendations of The California Department of Public Health and the local San Benito County Public Health guidelines. A considerable amount of personal protective gear has been purchased in anticipation of in-person instruction.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	2.2	3.0	2.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2	2	
Expulsions	0	0	

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		1		18	6	1		25		7	
1	17	13			24		12		21		8	
2	23		14		17	12			23		7	
3	26		13		20	12			19	10		
4	20	6			24		7		20	6		
5	31		6		21		3		29		6	
6	29		6		38		3	4	22		6	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

The school offers four staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For the last five years, the school offered four days of staff development. Staff development has moved beyond Common Core training and is now focused on interim formative assessments to inform instruction and a new student management system. New teachers are provided support and professional feed back through the New teacher induction program as well as the Peer Assistance and Review (PAR) program. The current focus of professional development has concentrated on the implementation of the iReady diagnostic and intervention curriculum.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary		\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	30.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The expenditures per pupil data is based on 2019-20 fiscal year audited financial statements. The table reflects the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,154.25	\$2,114.81	\$9,039.44	\$69,158.17
District	N/A	N/A	7,102	
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	24.0	-0.4
School Site/ State	15.4	-3.3

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