

Bay Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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.

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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bay Elementary School
Street	2001 Bockman Road
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-4300
Principal	Bethannee Witczak
Email Address	bwitczak@slzusd.org
Website	http://bay.slzusd.org
County-District-School (CDS) Code	01-61309-6002505

Entity	Contact Information
District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4690
Superintendent	Daryl Camp, Ed.D.
Email Address	dcamp@slzusd.org
Website	https://www.slzusd.org/

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Bay School is located in San Lorenzo, which is in an unincorporated area of Alameda County. San Lorenzo benefits from the richness of a diverse population. Bay School is a dynamic and nurturing learning community which fosters respect for self and others, a love of learning, critical thinking, and practical life skills necessary for success.

Our educational program aligns with the Common Core State Standards and supports students through a variety of proven and research-based strategies. Our school strives for all students to meet or exceed the state assessment proficiency levels. We provide support to our students in need of English Language Development (ELD) and Special Education. In addition to a comprehensive academic program, Bay students participate in music education, including choral training. Also, children learn the concepts of wellness through our physical education program. Bay School includes four Special Day Classes for children with physical and/or cognitive challenges.

There are many opportunities for students to shine. They are encouraged to participate in Student Council, Leadership, the Jr. Coaching Program, cross-grade-level classroom activities, lunch buddies with special day classes, and a variety of other activities. Students practice the habits of being respectful, responsible, and safe. There are high expectations for quality class work and projects.

Bay School has been a recipient of numerous awards and recognition with such programs as Governor's Reading Program, Oro Loma Recycling, Governor's Performance Awards, and subject-specific teacher grants. Bay School is dedicated to providing an education that will both nurture and challenge our students.

District Mission

To ensure lifelong learning, San Lorenzo Unified School District, staff, families and community, will collaborate to advance authentic knowledge, skills and attributes that will ensure our students are creative and critical thinkers, ready to fully participate in our changing community and world.

District Vision

As a result of their education, all students will become compassionate, collaborative and creative problem-solvers, who are resilient, well-informed, critically-engaged advocates for equity and social justice.

School Vision

Bay School is a community which engages and nurtures all students and families.

- Communication with families in a variety of home languages whenever possible
- Family and community stakeholders in school decision making
- Addressing the language and literacy needs of English Learners using a variety of strategies
- Inclusive opportunities for students with special needs
- Academic and community building family nights
- Enrichment and intervention afterschool opportunities
- Positive and encouraging learning environments

We encourage critical thinking, curious learners, and active participation to foster a lifelong love of learning.

- Readers and Writers Workshop/Daily Five
- Integration of technology/Google Apps for Education
- Implementation of Next Generation Science Standards
- Student recognition of academic and social achievements/growth
- Teaching for independence and transfer

The Bay School community strives to build a safe, kind, and inclusive learning environment through collaboration and respectful communication.

- Schoolwide Expectations-Respectful, Responsible, and Safe
- Collaborative school-family partnerships
- Restorative Practices/Toolbox/Mindfulness
- Social/emotional supports
- Enrichment opportunities for students and families
- Professional Development and Collaborative Planning Time

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	100
Grade 1	77
Grade 2	80
Grade 3	83
Grade 4	77
Grade 5	76
Total Enrollment	493

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	20.5
Filipino	7.5
Hispanic or Latino	50.1
Native Hawaiian or Pacific Islander	1.2
White	9.7
Two or More Races	6.7
Socioeconomically Disadvantaged	53.3
English Learners	32.7
Students with Disabilities	9.3
Homeless	0.8

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	25	24	473
Without Full Credential	1	0	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: November 2019

Schools in the San Lorenzo Unified School District (SLzUSD) are supplied with all instructional materials needed for student learning. Textbooks are reviewed and adopted to coincide with the district-adopted curriculum adoption cycle. The SLzUSD Board of Education approves texts and instructional materials selections. The Instructional Materials Evaluation Oversight Committee (IMEOC) certifies that the District's instructional materials adoption policies have been followed before texts and materials are brought to the School Board for adoption.

The instructional materials evaluation process includes evaluations of materials by teachers, parents, students, and administrators, as well as a public notice and a two-week public display period. Instructional materials are purchased to provide all core texts and also to provide supplemental materials to enrich and support all curricular areas.

Each pupil has access to his or her own copy of the Standards-aligned textbooks (approved by the local Board of Education) in the core curriculum areas of reading/language arts, math, science, history/social science, foreign language, and health to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading, Fountas and Pinnell Classroom, 2018 Adopted in 2018 for TK-3 Adopted in 2019 for 4th and 5th Writing, Lucy Calkins Units of Study, 2013	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Adopted in 2013		
Mathematics	Mathematics Scott Foresman enVision Math, 2009 Adopted in 2012	Yes	0%
Science	California Science, Houghton Mifflin, 2007 Adopted in 2008	Yes	0%
History-Social Science	History/Social Science for California, Scott Foresman, 2006 Adopted in 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bay School consists of 35 classrooms and one portable building housed in three buildings and the portable. Two of these classrooms are used at computer labs and two compose the Bay library. The library contains close to 14,000 books which are checked out by students and staff on a regular basis.

Our computer labs each have 32 desktop computers linked to the Internet. Students in kindergarten, third, fourth, and fifth grades all have dedicated chromebook carts. First and Second grades share a chromebook cart across their grade levels. Bay houses a State-run physical therapy program. Fee-based childcare is provided by Adventure Time in one portable building. Kidango preschool is provided in a classroom at the front of the school. All Bay classrooms were modernized during 1999-2001 to include Internet access and are handicapped accessible. New playground equipment was purchased for the intermediate play yard in 2002 and was updated in 2006. A new kindergarten play structure was installed in 2006.

Bay School is immaculate, with shiny floors, new blacktop, and a lovely rose garden. There are two full-time custodians and one part-time custodian. The District maintains the physical plant and grounds.

Bay School students, staff, PTA, and School Site Council (SSC) are thrilled about the Library Media center that was constructed during the summer of 2005. It houses 10 computers, six "hot-wired" tables allowing for the connection of 36 laptops to the Internet, a storybook area, and 624 linear feet of shelving. Funding for this project was from voter-approved Measure E.

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 overall rating

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Cracks and water damage in classrooms of two school wings due to roof damage under repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	stall fixtures need repair low water pressure old sharp handles dripping faucets
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	41	39	37	50	50
Mathematics (grades 3-8 and 11)	37	40	27	26	38	39

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	216	98.63	1.37	41.20
Male	122	122	100.00	0.00	35.25
Female	97	94	96.91	3.09	48.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	48.78
Filipino	11	10	90.91	9.09	70.00
Hispanic or Latino	116	115	99.14	0.86	33.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	25	96.15	3.85	56.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	131	131	100.00	0.00	34.35
English Learners	100	98	98.00	2.00	38.78
Students with Disabilities	16	15	93.75	6.25	26.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	218	99.54	0.46	40.37
Male	122	122	100.00	0.00	40.16
Female	97	96	98.97	1.03	40.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	60.98
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	116	116	100.00	0.00	25.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	25	96.15	3.85	64.00
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	131	131	100.00	0.00	33.59
English Learners	100	100	100.00	0.00	37.00
Students with Disabilities	16	15	93.75	6.25	26.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	21.8	15.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 2019-20)

Bay School is working to increase parent and family participation/volunteerism. Parents are involved as “class-parents,” by serving on committees such as School Site Council (SSC), Site English Language Advisory Committee (SELAC), and the Parent Teacher Association (PTA). We have monthly Coffee with the Principal events that discuss a myriad of educational and social issues affecting elementary school students. We also participate in the Parent Teacher Home Visit Project and the Latino Family Literacy Project. Families attend Student Study Team meetings, Individual Education Plan (IEP) meetings, and parent-teacher conferences.

In addition, families serve on and coordinate many of the committees and events that Bay School offers for students and families throughout the year. Various Fundraisers, Movie Nights, Book Fairs, Festivals, Dances and classroom celebrations all offer parents and students the chance to volunteer and participate in fun, family-oriented activities.

Parents also participate in paid positions. Bay utilizes family and community members as lunch period supervisors and bus monitors.

For more information on how to become involved, please contact the Bay School PTA at bayschoolpta@gmail.com, your child's teacher, or Bethannee Witczak, Principal, at (510) 317-4300.

Bay School Parental Involvement Policy 2017-2019

Involvement of Parents

Bay School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Bay School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

1) Offers a flexible number of meetings for parents, and involve parents of students in an organized, ongoing, and timely way in the planning, review, and improvement of its programs and the Bay School Parent Involvement Policy.

Parent Participation is encouraged through the Parent Teacher Association (PTA), English Language Advisory Council (ELAC) and School Site Council (SSC). A variety of family-based activities are provided at the site. ELAC meetings are held 3-4 times throughout the school year. Participation in these groups allows parents input on decisions that are made regarding school programs.

2) Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The new Common Core State Standards (CCSS)
- The State of California's student academic achievement standards
- The State of California's and San Lorenzo Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

Teachers share information on student progress and grade level content standards with parents at Parent Conferences and through standard based report cards. All students in Grades 2-5 participate in Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Grades 3-5 participate in state testing. Testing results are made available to parents. ELAC meetings are held in which information about the program and California English Language Development Test (CELDT) is provided.

3) Provides materials and training to help parents work with their children to improve their children's academic achievement.

Teachers share information with parents at Parent Conferences regarding how to help their child at home. Information regarding access to academic websites is made available. School newsletters include information for parents in ways to support their child. ELAC meetings are held 3-4 times per year focusing on how parents can support their child at home.

4) Educates staff, with the assistance of parents, on the value of parent contributions and how to work with parents as equal partners.

Time is provided at staff meetings to discuss family engagement strategies. Principal and Teacher Reports are made at PTA meetings on school events/activities and encourage family involvement.

5) Coordinates and integrates the family Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

Parent Participation is encouraged through PTA, ELAC, and SSC. A variety of family-based activities are provided at the site. ELAC meetings are held three times throughout the school year.

6) Distributes to parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

7) Provides support, during regular meetings, for parental activities requested by families.

ELAC meeting agendas are planned around input received from parents on topics that they have indicated are of interest.

8) Provides parents of Bay students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Parents are encouraged to attend ELAC, PTA and SSC meetings in which decisions are made regarding school programs.

School-Parent Compact

Bay School has jointly developed with and distributed to parents of Bay School students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. This compact is included in the Code of Conduct Handbook given to each student each school year.

Adoption

This School Parental Involvement Policy has been developed jointly with and agreed upon by, parents of children participating in Bay, as evidenced by SSC Meeting held on 1/22/18 and SSC Minutes for this meeting.

This policy was adopted by the Bay School Site Council on 1/22/18 and will be in effect for the period of one year. The school will distribute this policy to all parents of children. It will be made available to the local community. Bay School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Bethannee Witczak, Principal

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.8	0.6	4.5	4.9	4.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Bay prides itself on providing all students and staff with a safe, clean, and orderly environment. All staff members are provided a copy of the Safety Plan at the beginning of each school year that contains evacuation routes, procedures for fire and earthquake drills, as well as individual responsibilities and job descriptions, should an emergency occur. Revisions and updates are done yearly during the first two months of school.

Designated areas of the school have been selected to serve as the command post, medical treatment center, shelter space, and communication center. Emergency supplies are located in a safe container, and a process for removing and setting up emergency supplies has been planned, discussed, and practiced. Plans for the recovery of students during and after the emergency are in place. With the help of the PTA, Bay continues to upgrade its medical, food, and water supplies, and shelter requirements. Bay participates in training offered through the District in CPR and first aid, as well as emergency training held at the county level.

Parents and members of the community are employed at Bay to monitor students during lunch and at arrival/dismissal times. All visitors and employees are required to wear badges when they enter the campus. Bay works with the Alameda County Fire Department to ensure that that school facility meets all fire standards and structural safety standards. Bay also participates in the Alameda County Safe Routes to School program.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in October 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	6			18	5			17	6		
1	27		3		26		3		25		3	
2	22		3		26		3		26		3	
3	20	1	4		24		3		26		3	
4	31		2		25	1	3		27		2	
5	25	1	3		30		2		21	2	3	
Other**					8	2						

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.5
Social Worker	.2
Nurse	.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5864	257	5607	78705
District	N/A	N/A	1913	\$82,585.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	98.2	-4.8
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-29.0	0.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

These programs and supplemental services are provided at the school either through categorical funds, LCAP funds, or other sources that support and assist students:

- Title I (for students whose families are low income)
- Title III (for Limited English Proficient students)
- Teacher Induction Program (formerly known as BTSA)
- Special Education
- National School Lunch Program
- After School Enrichment Classes
- Response to Intervention
- Behavioral Health Support Services

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,296	\$49,084
Mid-Range Teacher Salary	\$76,526	\$76,091
Highest Teacher Salary	\$103,173	\$95,728
Average Principal Salary (Elementary)	\$125,448	\$118,990
Average Principal Salary (Middle)	\$131,390	\$125,674
Average Principal Salary (High)	\$141,012	\$137,589
Superintendent Salary	\$304,479	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3

During the 2017-2018, 2018-2019, 2019-2020 school years, teachers participated in 2.5 to 6 days of professional development. In addition to ongoing site-based professional development and coaching, all teachers have the opportunity to improve their skills by taking college courses, workshops provided by the District, and in-services or other workshops offered by the County Office of Education and other organizations. Teachers have opportunities to attend professional conferences supported by site or District funding.

Since the integration of technology is important to student success, teachers also have access to technology workshops through the District's Office of Technology Integration; these workshops are offered throughout the school year and also during the summer. The District regularly offers courses that provide multiple hours of professional development on how to integrate technology to support standards and learning as well as professional collaboration.

Teachers also receive peer coaching and in-classroom support in order to provide other meaningful opportunities for coaching and professional development.

Professional Development for New Teachers:

Through participation in the Contra Costa County Office of Education Teacher Induction Program, the District secures support providers to work with our new teachers. Through this Teacher Induction Program, new teachers are also afforded the opportunity to take university-level courses at a reduced tuition cost. This program offers training to new teachers for two years, as they sharpen their skills as educators. The induction portion of this program leads them to acquire their clear credential through the Commission on Teacher Credentialing.