Brook Knoll 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	Brook Knoll Elementary School
Street	151 Brook Knoll Dr.
City, State, Zip	Santa Cruz, CA 95060-1342
Phone Number	(831) 423-2454
Principal	Joshua F. Wahl
Email Address	jwahl@scottsvalleyusd.org
Website	bk-scottsvalley-ca.schoolloop.com
County-District-School (CDS) Code	447543 6049936

Entity	Contact Information
District Name	Scotts Valley Unified School District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleyusd.org
Website	www.scottsvalleyusd.org

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

Brook Knoll, a California Distinguished School and Gold Ribbon Award winner, was constructed and opened its doors in 1964 as part of the Scotts Valley Unified School District. Incorporated in 1966, Scotts Valley is a quiet, family-oriented community located approximately 30 miles southwest of San Jose near the coastal resort of the Santa Cruz Mountains, where its inhabitants enjoy a mild climate and a safe, tight-knit community. Our TK through 5th grade student population numbers approximately 530. The demographics reflect our community with approximately 69% of our student population is Caucasian, 8% identify as 2 or more races including Caucasian, 7% Asian, 14% Hispanic or Latino, and less than 1% African-American, and 1% American Indian or Alaskan Native. Approximately 12% of our students are socio-economically disadvantaged, 12% of our students have identified disabilities, and about 4% are English learners.. There are 22 classroom teachers, including general and special education, with additional resource support offered including OT, Speech, APE, School Psychologist, Counseling, Behavior Specialist, and a variety of enrichment teachers such as: art, PE, life lab, computer lab, and music.

Brook Knoll's mission is to ensure that each student is valued, challenged, and successful. We provide a high quality education for all students through a strong academic focus on common core state standards. We use a variety of teaching strategies continuously evolving through sustained staff development to engage our students in the 4 C's of the common core, including critical thinking, creativity, communication, and collaboration. We believe in student responsibility and engagement reinforced through regular assessments, effective homework and immediate feedback. We have high standards of performance and recognition programs for student effort and achievement. We believe in the development of student self-esteem through skill sets in cooperative learning strategies and positive problem solving so critical to student success now and in the long term as life-long learners. We embrace our mission through collaboration with our entire community including our school, our families and our community partners. With the support of our school community and the commitment of all staff members, Brook Knoll continues to be one of the highest performing elementary schools in the county. The California Business for Education Excellence Foundation and Just for the Kids-California recognized the academic achievement of Brook Knoll students by placing Brook Knoll on their 2007-2012 Honor Roll for being in the top 6% of California Schools, based on test scores. For the 2015-2016 school year, Brook Knoll received the Gold Ribbon Award.

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	75
Grade 2	90
Grade 3	73
Grade 4	98
Grade 5	83
Total Enrollment	516

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.4
Asian	7.6
Filipino	0.2
Hispanic or Latino	13.6
White	69.2
Two or More Races	6.8
Socioeconomically Disadvantaged	10.1
English Learners	2.7
Students with Disabilities	10.7
Foster Youth	0.2
Homeless	0.6

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	22	21	110
Without Full Credential	1	1	1	5
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	0
Total Teacher Misassignments*	0	0	0
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: September, 2018

Budget constraints prevented adoption of new textbooks, along with equipment and other supplemental materials needed for many years. With budget improvement SVUSD was able to purchase a math adoption for the 2016-17 school year. Secondary schools are piloting health and foreign language for adoption in 2017-18, The New Generation Science standards are being reviewed and research on instructional materials to support those new standards have begun. The two Elementary schools are currently piloting history/social studies for adoption in 2020-2021; the Elementary schools are also supplementing NGSS curricular needs with FOSS Kits and the use of Mystery Science.
A list of currently used instructional materials (including textbook titles and publishers) is available upon request.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin State Adopted - Adopted 9/03 Lucy Calkins Units of Study (Heinemann) 2018-19	Yes	0%
Mathematics	Pearson Investigations 3 Adopted 2016-17	Yes	0%
Science	MacMillan-McGraw Hill - Adopted 6/08	Yes	0%
History-Social Science	K-4 - Scott Foresman State Adopted - Adopted 6/07 5th - Houghton- Mifflin State Adopted - Adopted 6/07 5th - Harcourt Brace - Adopted 6/07	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Brook Knoll School takes pride in the safety and cleanliness of our school facility. Routine upkeep (litter pick-up, campus beautification) is a joint effort involving the entire school community of students, staff and parents. Volunteer work days have greatly improved the appearance and climate of our school. We have an active Safety Committee that reviews safety plans, procedures, and provides safety education to our staff. We have a comprehensive Emergency Action Plan in place and drills are routinely held. In addition to our biannual safety self-evaluation process, our campus has an annual safety inspection performed by an external agency to assist us in providing safe facilities. Our custodial staff consists of one daytime facilities specialist, one half time evening facilities specialist, as well as the district maintenance crew. These facilities specialists are responsible for and take pride in keeping a clean beautiful campus for all. Aside from their janitorial responsibilities they also perform routine maintenance tasks. District maintenance personnel attend to maintenance needs at each campus on an ongoing basis, with service requests being managed through a web-based work order system. To assist in the effort to ensure clean, safe and functional facilities, the district uses a facility survey instrument developed by the State of California Office of Public School Construction and conducts annual self inspections, recording the results of the inspection on the survey document. Below is more specific information about the school and the efforts made to ensure that students and staff are provided with a clean, safe and functional learning environment.

Age of the School Buildings: Built in 1964, Brook Knoll has 14 permanent classrooms, and an administrative wing which also houses both a library and a computer lab. Twelve of the classrooms are portables. The permanent buildings were modernized during the 2000-2001 academic year.

Cleaning Process and Schedule: The district has adopted cleaning standards. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean, safe campus.
Maintenance and Repair: District maintenance personnel make every effort to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Safety issues are given the highest priority.
Completed improvements: Storage facilities (such as: closets, cargo containers, sheds, etc) have all been emptied and reorganized to allow proper and efficient storage of materials, equipment, furniture, and resources. This has allowed staff to remove items that may have been stored in the classroom which could cause clutter or unsafe conditions. All classrooms have been outfitted with appropriate wire covers on the floor, non-curriculum related appliances have been removed, and proper stepladders are now kept in each classroom. Dead trees have been removed from campus and the property perimeter and the quad trees were cut down to avoid the possibility of being a safety hazard in inclement weather. Rain gutters and downspouts have been repaired and altered to allow for proper water run-off. Drain pipes have been cleared of all clogs and debris, and several asphalt and cement sidewalk areas have been regraded and/or replaced entirely to encourage proper water flow and avoid build-up or water damage. Classroom roofs have had all leaks repaired, custom covers have been installed above heater-a/c units to address design flaws that were encouraging water build-up. New drains have been installed in the quad to avoid flooding. Additional retaining walls have been installed around the sand playgrounds and around landscape areas with ground cover, and along the edge of the property where it meets the neighborhood road. Bio-hazard bags were purchased and additional sharps containers have been obtained. Kitchen knives have been properly sharpened and are now kept in a proper knife block. Permanent shade/rain structures have been built over the upper/lower eating areas. In collaboration with the PTO, the lower campus lunch tables have been replaced and the upper campus lunch tables have been repaired and repainted. Currently, through PTO funding and the charitable donations of several local companies, the track and field are being redone. Custodial and office staff are now included in safety meetings and regular meetings are now scheduled for Yard Supervision staff.

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: 10/11/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Portable 20 - HVAC not working; firmware updated and problem solved.
Interior: Interior Surfaces	Good	Remove boxes from atop cabinets in classrooms: 27
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Classroom 30 needs to clean/organize; teacher has removed materials and nonessential items to storage or permanently removed; improved but needs continued efforts.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Room 8 - dvd player needs to be strapped down, replace extension cord by cabinet w/ surge protector; both repairs made.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 27 - drinking fountain needs to fixed; repair finished. Room 32 - drinking fountain needs to be adjusted; repair request not understood, no problem was found with fountain, possible mineral deposit build up that passed when maintenance flushed system. Portable Bathrooms - Urinal dividers need be replaced, no lock on stall door (to be ordered)
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguisher in office hallway needs to be mounted (again); request made 13 Fire extinguishers need to be checked: done immediately following inspection, this is part of a monthly routine.
Structural: Structural Damage, Roofs	Good	Bolts on slide sticking out, top pipe of middle swing set bent, cracked swing seat; bolts tightened and adjusted, new parts for swing ordered and received but need be installed (request made)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Report noted a 'D' in this category but no description was provided of the need.
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 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)	73	75	74	75	50	50
Mathematics (grades 3-8 and 11)	74	69	67	63	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	253	245	96.84	3.16	75.00
Male	127	121	95.28	4.72	71.67
Female	126	124	98.41	1.59	78.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	88.89
Filipino					
Hispanic or Latino	36	35	97.22	2.78	55.88
Native Hawaiian or Pacific Islander					
White	174	168	96.55	3.45	79.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	31	28	90.32	9.68	48.15
English Learners	--	--	--	--	--
Students with Disabilities	40	33	82.50	17.50	43.75
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	253	244	96.44	3.56	69.14
Male	127	121	95.28	4.72	72.50
Female	126	123	97.62	2.38	65.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	77.78
Filipino					
Hispanic or Latino	36	35	97.22	2.78	52.94
Native Hawaiian or Pacific Islander					
White	174	167	95.98	4.02	71.86
Two or More Races	18	18	100.00	0.00	77.78
Socioeconomically Disadvantaged	31	28	90.32	9.68	44.44
English Learners	--	--	--	--	--
Students with Disabilities	40	33	82.50	17.50	34.38
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	12.3	30.9	46.9

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)

Brook Knoll School is proud of its strong partnership with our parents and community. The combined staff and community resources have resulted in enhanced and extended educational opportunities for our students. Parent volunteers are highly respected and valued in our classrooms, playground, library, and office. In addition to volunteers, many parents are employed at Brook Knoll as office and/or classroom aides as well as yard duty supervisors.

Brook Knoll has an active School Site Council composed of five parents and four staff members. This group monitors our School Based Coordinated Program. They help determine school goals and manage a coordinated budget. This year, School Site Council monitored and revised The Single School Plan for Student Achievement, redesigned, distributed and analyzed the annual Parent, Teacher, and Student Surveys, budgeted funds to meet School Improvement goals, sponsored alternative programs for students during recess, reviewed and revised our School Safety Plan, monitored and funded (with support from PTO funding) a Reading Assistance Program for 1st through 5th grade and Math Assistance for 1st through 5th grade students. School Site Council provided guidance and leadership in all areas of school improvement and assists in connecting the efforts of the school and the district's LCAP.

Our Parent Teacher Organization supports classroom and school activities through fund-raising activities and volunteer efforts. They sponsored after school science, band, art, drama, robotics, bucket band, world-language, computer programming, a variety of fitness programs, and many other enrichment activities. In addition, the PTO funded in-school K-5th grade music program, a computer lab technician, 50% of campus supervision, K-5th grade art program, a part-time computer-science teacher, mileage club, counseling, and special assemblies. The PTO Life Lab Committee sponsored workdays for students, parents and the community to improve our Life Labs and "beautify" our school campus. Additional contributions have included Music instruments, science supplies, Life Lab upgrades, art materials, and instructional materials to supplement budget cuts and enhance classroom curriculum, playground upgrades, and facility improvements. We have many parents involved with technology, providing equipment, repair, advice, in-service, and direct instruction with students and teachers. The parents organized themselves to form the Parents on Patrol, a group of parents who coordinate and monitor our parking lot traffic during drop-off. They also organize several community building events such as, but not limited to: movie nights, laser tag, pizza nights, kinder social, back to school potluck, skate party, campus clean-up, summer kickoff potluck, book fairs, and more.

Some parents choose to participate by joining community or district committees and groups such as the Wellness Committee, DLAC, or the Ed-Foundation. The Scotts Valley Educational Foundation had excellent participation by the Brook Knoll community and staff. Through community fundraising events, the SVEF provided funds for equipment and educational materials to enhance student learning and growth. SVEF fully funds our Librarian position and has contributed money towards funding a music program for students with special needs.

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	1.1	0.4	0.9	2.3	1.9	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Brook Knoll has developed a comprehensive School Safety Plan to ensure a safe and supportive learning environment. The Site Safety Committee, full staff, and the School Site Council review this plan annually. A School Messenger system is utilized to notify families of emergency and/or school closure, updated information is found through the district website, as well as local radio stations. Long range radios have been installed at all sites, portable communication radios are readily available for onsite communication (in addition to our Public Address speaker system), and the staff hold a confidential phone-tree to expedite the sharing of information. Emergency procedures and communications are published annually with with periodic updates presented in school newsletters. Staff and students practice a minimum of 10 drills per year, including fire drills, earthquake, lockdown, and "code red". All staff are required to maintain their participation in online safety instruction, emergency situation training with local law enforcement, and a brief safety meeting occurs at each staff meeting. All visitors and volunteers are required to sign-in at the school office and wear an identification badge; in addition, volunteers (and all staff) are required to be finger-printed, show proof of a TB test, and clear a thorough background check through the FBI and Homeland Security. All classrooms have a "grab and go" emergency kit as well as a "stay-put" kit for catastrophic events or lockdown.

Student safety is also the primary focus for our Playground Rules and the on-going training for our Yard Duty Supervisors. To keep kids safe, Brook Knoll has highly organized parking lot procedures for drop-off and pick-up. As part of our Positive Behavior Intervention and Support program and the SPSA, a variety of interventions such as weekly Student Support Team meetings, monthly Intervention Assistance Team meetings, counseling services, lunch bunch groups, social/emotional classroom curriculum, and a myriad of special assemblies are utilized to address the social and emotional safety of students. Brook Knoll continues to partner with community resources in providing students with anti-bullying lessons and promote social well-being. Brook Knoll will continue to implement curriculum to train students in understanding what sexual harassment is and how to avoid it.

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	17	5			23		4		24		4	
1	21	1	2		24		3		25		3	
2	22	1	3		24		3		22		4	
3	27		3		23		4		23		3	
4	26		3		29		3		31		3	
5	31		3		28		3		27		3	
Other**					22		1					

*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*	516.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	$7270	$1,762	$5,508	$73,723
District	N/A	N/A	$6902	$63,647.00
Percent Difference - School Site and District	N/A	N/A	-22.5	14.7
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-30.7	1.1

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)

A comprehensive educational program for Transitional Kindergarten through 5th grade students, including Special Education and English Language Development are supported through federal and state funds and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to support student social/emotional well-being, to educate students on the dangers of drug use through programs such as DARE, and to support academic intervention. Supplemental Reading and Math Intervention is provided by contracted, credentialed teachers and assistants funded through PTO and LCAP funds.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,768	$46,208
Mid-Range Teacher Salary	$60,263	$72,218
Highest Teacher Salary	$79,230	$92,742
Average Principal Salary (Elementary)	$98,733	$134,864
Average Principal Salary (Middle)	$114,241	$118,220
Average Principal Salary (High)	$103,534	$127,356
Superintendent Salary	$190,000	$186,823
Percent of Budget for Teacher Salaries	31%	33%
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	2	2	2

The District provides two staff development days each year. Content of those days for 2019-20 focused on training in using data systems and technology, and social and emotional support for all students, and NGSS. Additionally, teams of teaching staff and administration attend ongoing training throughout the year. Some of the more notable trainings are SVMI (Silicon Valley Math Initiative) through a grant with S4C (Santa Cruz County College Commitment), English Learners, NGSS (Next Generation Science Standards), PBIS (Positive Behavior Intervention and Support, IB (International Baccalaureate) training in specific subjects, and Special Education topics including compliance, behavior analysis and strategies.

All certificated staff meet weekly in a restructured day schedule in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in all subject areas. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, students with disabilities, analysis of student work, and strategies to address needs of students not meeting standards. We continue to work on essential standards and benchmarks. The weekly professional development time provides opportunities for cross grade level collaboration. All sites participate in the New Teacher Project for first and second year teachers.