

# **August Schilling 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	August Schilling Elementary School
<b>Street</b>	36901 Spruce Street
<b>City, State, Zip</b>	Newark, CA 94560
<b>Phone Number</b>	(510) 818-3800
<b>Principal</b>	Wendy Castaneda Leal
<b>Email Address</b>	wcastanedaleal@newarkunified.org
<b>Website</b>	<a href="https://schilling-nusd-ca.schoolloop.com">https://schilling-nusd-ca.schoolloop.com</a>
<b>County-District-School (CDS) Code</b>	01-61234-6001440

Entity	Contact Information
<b>District Name</b>	Newark Unified School District
<b>Phone Number</b>	(510) 818-4103
<b>Superintendent</b>	Leticia Salinas
<b>Email Address</b>	lsalinas@newarkunified.org
<b>Website</b>	www.newarkunified.org

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

The mission of A.L. Schilling Elementary School is "All students will learn at high levels to be ready for college and career". Schilling is a Transitional Kindergarten through sixth grade Title I school located in "Old Town" Newark, the historic nucleus of our community. The school serves a diverse student population of approximately 400 students. Thirteen traditional Kindergarten through Sixth grade classrooms and one Special Day classroom are present on our campus. Kindergarten through Third grade are taught in groups of no more than twenty- eight students per classroom. Students in grades Four through Six are taught in groups of no more than thirty-one students per classroom. All of the teachers are NCLB compliant. The school provides instruction in all the academic areas aligned to the Common Core State Standards. Schilling also provides specialized services to English Learners and to Students with Disabilities. State and federal accountability reports demonstrate continued academic progress in many areas. Schilling school was recognized as the 2008 School of the Year by the Newark Education Foundation.

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

Grade Level	Number of Students
<b>Kindergarten</b>	74
<b>Grade 1</b>	44
<b>Grade 2</b>	45
<b>Grade 3</b>	51
<b>Grade 4</b>	46
<b>Grade 5</b>	58
<b>Grade 6</b>	60
<b>Total Enrollment</b>	378

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	6.9
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	1.1
White	2.1
Two or More Races	3.2
Socioeconomically Disadvantaged	74.9
English Learners	45
Students with Disabilities	11.9
Foster Youth	0.3
Homeless	4.2

## 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	21	15	15	114
Without Full Credential	0	0	0	4
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: 4/17/18

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE adoption of Big Ideas Mathematics for grades K-12.	Yes	0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved 2006	Yes	0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Schilling was constructed in five phases between 1960 and 2003. In 1996, the voters approved a bond measure to enhance the facilities. Schilling modular's houses five classrooms and two student restrooms. During modernization in 2006-2007, the POD building was remodeled to house nine classrooms, resource areas and a new office. School facilities are safe and district maintenance personnel ensure that minor maintenance, repairs or upgrades are performed to keep the facility in good repair. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns. District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians and one part time custodian, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

### 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:** 9/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Library:
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boys RR Upper Grade: Restrooms @ TK-K, 1-2-3: Room 22:
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground TK-K: Staff Room:
<b>Overall Rating</b>	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)	28	32	44	48	50	50
Mathematics (grades 3-8 and 11)	23	22	37	38	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	217	99.09	0.91	31.94
Male	116	115	99.14	0.86	25.44
Female	103	102	99.03	0.97	39.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	179	177	98.88	1.12	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	1.17	30.18
English Learners	160	158	98.75	1.25	28.66
Students with Disabilities	44	44	100.00	0.00	6.82
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27

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	22.48
Male	116	116	100.00	0.00	22.41
Female	103	102	99.03	0.97	22.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	179	178	99.44	0.56	17.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	170	99.42	0.58	20.00
English Learners	160	159	99.38	0.62	18.87
Students with Disabilities	44	43	97.73	2.27	4.65
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	20.00

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	17.2	20.7	6.9

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)

The Newark Unified School District is fortunate to have a tremendous amount of parent and community support, and there are many groups that provide support to the schools, students and programs in the school. The Parents and Schilling Staff (P.A.S.S.) is engaged in supporting fundraising efforts as well as several schoolwide events and activities. Parents and community members are encouraged to volunteer. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the district, including:

- P.A.S.S. Executive Board
- School Site Council
- School/District English Learner Advisory Committee

Contact the school office for more information on opportunities for parent involvement: 510-818-3800.

### 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
<b>Suspensions</b>	2.5	1.7	1.4	3.1	4.2	3.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Schilling staff updates, reviews, and discusses their safety procedures in September of each school year. Practice drills take place regularly during the school year on a monthly basis and a wide scale disaster drill is implemented each year in the spring. The school safety committee meets monthly to plan and support the implementation of the School Safety Plan. The Newark Police Department has also trained our staff and is working with the safety committee to revise/modify/and improve the safety plan. The police department will also train our parents on the drills and be a visible presence during drills and on action items related to the school safety plan. The plan is updated annually and reviewed and approved by the School Site Council. Staff members then review the updated safety plan to ensure common understanding and consistent implementation. Additionally, Schilling has implementing PBIS (Positive Behavior Intervention & Supports). PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success.

## 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	23	1	2		21	2	2		25		3	
1	21	1	1		23		2		22		2	
2	23		2		25		2		23		2	
3	23		3		21	1	1		26		2	
4	30		2		31		2		23		1	
5	30		2		31		2		24		3	
6	25	1	3		24	1	2		29		2	
Other**									11	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*	.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)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	10844	2959	7884	100327
District	N/A	N/A	7675	\$87,940.00

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	2.7	13.2
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	4.9	25.0

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)

Schilling School is committed to providing a balanced, enriching, and supportive educational experience for all students to ensure their personal growth and academic success. We provide the following programs and support services to meet the needs of students.

Programs and Support Services :

- Extended Learning opportunities and intervention through I Ready, Raz Kids, and tutoring.
- English Language Development for All English Learners
- Title I Reading and Math Intervention
- Behavior and Mental Health Support Services
- PBIS
- STEAM planning year
- NGSS Training and implementation
- Increase of Parental Involvement

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,655	\$49,084
Mid-Range Teacher Salary	\$85,563	\$76,091
Highest Teacher Salary	\$106,952	\$95,728
Average Principal Salary (Elementary)	\$132,195	\$118,990
Average Principal Salary (Middle)	\$137,495	\$125,674
Average Principal Salary (High)	\$147,422	\$137,589
Superintendent Salary	\$236,000	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	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			

Professional development and teacher evaluation promote quality instruction and is a fundamental element in developing a sound educational program. Staff members build teaching skills and concepts through participating in conferences, workshops, and cross site, site and grade level collaboration as well as various training throughout the academic year. All first and second year teachers throughout the district participate in the Induction Program. The teacher evaluation process promotes quality instruction and is a fundamental element in the site's professional development plan. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and Newark Unified School District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Teacher evaluations are conducted by the school principal and ensure that teachers are engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and implementing effective learning experiences.

Schilling teachers participated in a variety of ongoing professional development opportunities focused on effective instruction in English Language Arts, Mathematics, Social Studies and Science. Teachers at Schilling have participated in professional development to support the implementation of Common Core State Standards, Readers' Workshop, DRA2, I Ready, Writers Workshop, Data Teams., STEAM Program, Maker Space, and Positive Behavior Intervention System (PBIS). The areas of professional development are determined through extensive analysis of student performance data and also in alignment with district wide initiatives.

Professional Development Days are provided each year. For the last three years three days are offered in 18-19 with two Fridays per month focusing on Professional Development either at the District Level or school level, three days were offered in 17-18, two days were offered in 2016 - 2017, and two days in 2015 - 2016.