August Schilling Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
Website	www.newarkunified.org

School Description and Mission Statement (School Year 2020-2021)

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. Sixteen 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. in 2019 we were honored with GOLD status for PBIS implementation for California.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	82
Grade 1	53
Grade 2	44
Grade 3	47
Grade 4	53
Grade 5	42
Grade 6	54
Total Enrollment	375

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	6.4
Filipino	6.7
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	1.6
White	3.2
Two or More Races	2.9
Socioeconomically Disadvantaged	70.9
English Learners	36.5
Students with Disabilities	10.9
Homeless	3.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	15	19	279
Without Full Credential	0	0	1	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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%

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

School Facility Conditions and Planned Improvements

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
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Library: Carpet rolls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys Restroom By Library: W/Os submitted: One Sink doesn't work Boys Restroom by Room M5: During inspection found missing light cover, Maintenance came over to replace it same day. W/O put in for leaking second toilet andn one sink. Classroom 3 Kinder: W/Os submitted: Sink needs new handle, Toilet doesn't flush completely
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

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

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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 school wide 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 ELAC/DLAC

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.4	4.2	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

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

School Safety Plan (School Year 2020-2021)

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) and received State recognition of Gold Status. 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	2	2		25		3		23		3	
1	23		2		22		2		22		2	
2	25		2		23		2		22		2	
3	21	1	1		26		2		24		2	
4	31		2		23		1		24		2	
5	31		2		24		3		29		1	
6	24	1	2		29		2		31		1	
Other**					11	1			22	1	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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12189	3829	8361	100241
District	N/A	N/A	8027	$88,267
Percent Difference - School Site and District	N/A	N/A	4.1	12.7
State	N/A	N/A	$7,750	$79,209
Percent Difference - School Site and State	N/A	N/A	7.6	23.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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 including collaboration with SEAL.
- Title I Reading and Math Intervention, pull out
- Behavior and Mental Health Support Services for both group, individualized, and parent training.
- PBIS
- STEAM implementation throughout campus.
- Project Base initiative
- Maker Space room.
- NGSS Training and implementation
- Increase of Parental Involvement through more opportunities and our parent organization.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$61,963	$49,782
Mid-Range Teacher Salary	$85,991	$76,851
Highest Teacher Salary	$107,487	$97,722
Average Principal Salary (Elementary)	$132,857	$121,304
Average Principal Salary (Middle)	$138,183	$128,629
Average Principal Salary (High)	$148,159	$141,235
Superintendent Salary	$239,859	$233,396
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
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, SEAL, Dual Language Training, 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 five years three days were offered in 20-21, three days offered in 19-20, 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.