Newark Unified
August Schilling Elementary
2024-2025 School Accountability Report Card

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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.

- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.

- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at

https://www.caschooldashboard.org.

DISTRICT VISION

The Newark Unified School District in partnership with the community will be a model of world-class education that develops the unique abilities of every student.

DISTRICT MISSION

The Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens.

SCHOOL & COMMUNITY PROFILE

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 SPED Preschool through fifth grade Title I school located in “Old Town” Newark, the historic nucleus of our community. The school serves a diverse student population of approximately 300 students. Sixteen Transitional Kindergarten through Fifth grade classrooms and three Special Education Preschool classrooms are present on our campus. Kindergarten through Third grade are taught in groups of no more than twenty- six students per classroom. Students in grades Four through Five 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 2021 and 2022 we were honored with Platinum status and Gold Status in 2019, 2020, 2023, 2024 and 2025 for PBIS implementation for California.

The City of Newark is located in Alameda County, and is home to over 47,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of six elementary schools, two alternative high schools, one middle school, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	45.60
Male	54.40
Non-Binary	
American Indian or Alaska Native	0.30
Asian	9.90
Black or African American	2.30
Filipino	5.80
Hispanic or Latino	69.50
Native Hawaiian or Pacific Islander	2.00
White	4.70
Two or More Races	2.30
EL Students	43.00
Foster Youth	
Homeless	10.50
Military	
Socioeconomically Disadvantaged	57.60
Migrant Education	0.30
Students with Disabilities	9.90

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	88
1st	54
2nd	57
3rd	51
4th	42
5th	52
Total	344

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.80	74.76	201.90	81.22	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.04	7.20	2.93	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.80	5.58	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	1.94	11,953.10	4.28
Unknown	4.00	20.15	20.60	8.31	15,831.90	5.67
Total Teaching Positions	19.80	100.00	248.60	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.60	70.85	176.00	80.86	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.50	3.03	5.30	2.43	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	7.88	15.80	7.26	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.20	1.48	11,746.90	4.23
Unknown	3.00	18.18	17.30	7.96	14,303.80	5.15
Total Teaching Positions	16.50	100.00	217.60	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	72.41	155.90	80.22	230,039.40	82.47
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.51	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	20.69	10.70	5.53	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	1.31	12,112.80	4.34
Unknown	1.00	6.90	24.10	12.42	13,705.80	4.91
Total Teaching Positions	14.50	100.00	194.40	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	**2022-23**	**2023-24**
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	1.30	3.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.30	3.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	**2022-23**	**2023-24**
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00	0.00

Class Assignments			
	2021-22	**2022-23**	**2023-24**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	13.30	31.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	14.20	11.10

SCHOOL FACILITIES

Schilling was constructed in five phases between 1960 and 2003. In 2024, the voters approved a bond measure to enhance the facilities. Schilling modulars house 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 has begun assessing all sites 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, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	07/17/2025
Data Collected:	July 2025
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/ HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	FAIR	Classroom 32: 4. Ceiling molding hanging down. Boys Restroom by Room M5: 4. Ceiling tile out of frame. Classroom M2: 4. Ceiling tiles show water stains. Classroom 23: 4. Ceiling tiles shows water stains. Classroom 14: 4. Damaged wall covering.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	Field/Playgrounds: 6. Geese and ground squirrel present.
ELECTRICAL: Electrical	FAIR	Main Office: 7. Ceiling light out. Nurse Office: 7. Ceiling light out. Library: 7. Several ceiling lights out. MPR Stage: 7. Several ceiling lights out.
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	FAIR	Boys Restroom by Room 23: 8. Loose toilet seat. Fountain by Room 14: 8. Low water pressure. Boys Restroom by Room M5: 8. Soap dispenser missing cover. Classroom 3 Kindergarten: 9. Fountain has low water pressure. Classroom M2: 9. Fountain has low water pressure.
SAFETY: Fire Safety, Hazardous Materials	GOOD	MPR Stage: 10. ADA Chair Lift permit has expired 10/2010. Classroom 32: 10. Fire extinguisher sitting on bookcase. No hanger present.
STRUCTURAL: Structural Damage, Roofs	GOOD	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	MPR: 15. Exterior door on west side is jammed and will not open.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 16, 2025 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: TK-5th Course: English Language Arts / Development Publisher: Benchmark Education Adoption: 2024	Yes	0
Mathematics	Grades: TK-5th Course: Mathematics Publisher: Big Ideas Math Adoption: 2018	Yes	0
History / Social Science	Grades: TK-5th Course: History Social Science Publisher: SAVVAS MyWorld Interactive Adoption: 2022	Yes	0
Science	Grades: TK-5th Course: Life Science Publisher: Delta Education Adoption: 2016 Grades: TK-5th Course: Earth Science Publisher: Delta Education Adoption: 2018 Grades: TK-5th Course: Physical Science Publisher: Delta Education Adoption: 2021	Yes Yes Yes	0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th Course: Health Publisher: Public Health – Seattle & King County Adoption: 2009	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject

	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	21	18	14	44	44	49	46	47	48
Mathematics (Grades 3-8 and 11)	24	16	12	35	35	38	34	35	37
Science (Grades 5, 8, and 10)	14	15	13	26	26	28	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	153	149	97.39	2.61	14.09
Male	88	87	98.86	1.14	11.49
Female	65	62	95.38	4.62	17.74
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	123	120	97.56	2.44	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	78	75	96.15	3.85	5.33
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	102	98.08	1.92	12.75
Migrant Education	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	0.00

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	153	151	98.69	1.31	11.92
Male	88	87	98.86	1.14	11.49
Female	65	64	98.46	1.54	12.50
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	123	122	99.19	0.81	6.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	78	77	98.72	1.28	5.19
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	103	99.04	0.96	9.71
Migrant Education	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	0.00

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	56	56	100.00	0.00	12.50
Male	31	31	100.00	0.00	3.23
Female	25	25	100.00	0.00	24.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	6.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	33	33	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	6.98
Migrant Education	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	389	375	164	43.7
Female	185	177	80	45.2
Male	204	198	84	42.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	39	13	33.3
Black or African American	--	--	--	--
Filipino	22	22	6	27.3
Hispanic or Latino	266	258	117	45.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	18	6	33.3
Two or More Races	11	--	--	--
EL Students	173	169	74	43.8
Foster Youth	--	--	--	--
Homeless	38	38	15	39.5
Military	--	--	--	--
Socioeconomically Disadvantaged	254	249	117	47.0
Migrant Education	--	--	--	--
Students with Disabilities	51	49	29	59.2

PARENT ENGAGEMENT

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

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

PARENT INVOLVEMENT

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 is comprised of five parents and five staff members. This group meets on a monthly basis throughout the year.

The main responsibilities of the SSC are to advise the principal on the development of the school's School Plan for Student Achievement, to monitor the plan once it is in place, and to evaluate the results.

School/District English Learner Advisory Committee ELAC/DLAC meets four times during the school year. Meetings include opportunities to learn more about English Language Development activities going on at the school.

Volunteers are welcome on campus. Volunteer opportunities include classroom volunteers, guest readers, volunteer recess and activity support, field trip chaperones, volunteer recess and activity support.

Contact the school office for more information on opportunities for parent involvement: 510-818-3800 or email: schillingoffice@newarkunified.org.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The safety of students and staff is a primary concern of all Newark Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2025. An updated copy of the plan is available to the public at the school and District offices. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules and procedures
- Health and safety protocols
- Medical emergencies
- Opioid use prevention
- Disaster procedures/routine and emergency drills
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Positive school climate
- Bullying prevention policies and procedures
- Dangerous, violent or unlawful activities
- Policies related to suspension/expulsion
- Sexual harassment policy
- Policies related to immigration enforcement on campus
- Safe ingress and egress of pupils, parents/guardians, and school employees

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	1.71	7.30	0.77	0.00	0.00	0.00
District	5.15	5.18	3.63	0.00	0.00	0.04
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.77	0.00
Female	1.08	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	1.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	1.18	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	19	25	18	3	0	3	2	3	0	0	0	0
1st	23	22	18	0	0	3	2	2	0	0	0	0
2nd	19	20	19	2	1	3	0	1	0	0	0	0
3rd	27	17	26	0	2	0	2	0	2	0	0	0
4th	31	29	21	0	0	1	1	1	1	0	0	0
5th	31	29	26	0	0	0	1	1	2	0	0	0
Other	24	24	0	0	0	0	2	4	0	0	0	0

TYPES OF SERVICES FUNDED

Schilling Elementary School is committed to providing a balanced, enriching, and supportive educational experience for all students to ensure their personal growth and academic success. Schilling allocated funds to work towards school goals and initiatives. The School Site Council monitors the School Plan for Student Achievement (SPSA), its action items, and their effectiveness. For the 2024-2025 school year, funds from our SPSA were used for services in a variety of categories. We provide the following programs and support services to meet the needs of students.

Programs and Support Services :

Extended Learning opportunities and intervention through iReady, IStation, and small group interventions.

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.

Maker Space room.

NGSS Training and implementation

Increase of Parental Involvement through more opportunities and our parent organization.

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 20,095.00
School: From Supplemental/Restricted Sources	$ 8,893.00
School: From Basic/Unrestricted Sources	$ 11,202.00
District: From Basic/Unrestricted Sources	$ 10,072.00
Percentage of Variation between School & District	11.22 %
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	0.50 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 0.00	$ 57,978.14
Mid-Range Teachers	$ 0.00	$ 89,611.75
Highest Teachers	$ 0.00	$ 117,194.02
Elementary School Principals	$ 0.00	$ 143,632.49
Middle School Principals	$ 0.00	$ 149,446.81
High School Principals	$ 0.00	$ 162,334.03
Superintendent	$ 0.00	$ 234,075.56
Teacher Salaries	32.11 %	27.81 %
Administrative Salaries	5.87 %	5.47 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School	$ 102,765.00
District	$ 106,842.00
Percentage of Variation between School & District	-3.82 %
All Similar School Districts	$ 92,686.00
Percentage of Variation between School & State	10.87 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	6	4	14