

Ann Soldo Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School Contact Information

School Name	Ann Soldo Elementary School
Street	1140 Menasco Drive
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 786-1310
Principal	Elaine Parker
Email Address	elaine_parker@pvusd.net
School Website	https://ann-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6117253

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Ann Soldo All Stars... A great student culture is one in which the human actions and interactions are deliberately reflective of core values of joyful learning and rigor.

STARS>>>>

S tay focused

T ry their best

A ccept challenges

R espect themselves and others

S trive for success

STARS>>>>

S pread kindness

T ake responsibiity

A im high

R spect themselves and others

S tay safe

School Wide Foci:

Gather Data Consistently

2022-23 School Overview

Use Data Strategically
Stay Reflective and Responsive to the Data
Focus on K-2 Reading Foundational Skills to support...
Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text
Contribute to a Joyous, Rigorous Teaching and Learning Culture
Embrace our Next Steps with Bridges
Grow Parent Involvement
Stay the course with ELDplan
SHINE BRIGHT!!!! Celebrate!!!

School Goals: Increase students scoring Proficient and Above on the CCSS-SBAC, Continue to see growth in NWEA/MAP, BRIDGES ASSESSMENTS, DIBELS/IDEL, SIPPS Mastery Data. Increase Parent Involvement, Increase English Proficiency Levels as measured by ELPAC.

Ann Soldo Elementary School proudly serves Kindergarten through FIFTH grade students. There are approximately 420 students enrolled at Ann Soldo. Beginning in Kindergarten, all bilingual classes include instruction in both English and Spanish, Kinder 70% Spanish and 30% English , 1st grade 60% Spanish and 40 % English , 2nd grade 50% Spanish and 50% English and 3rd grade 70% English and 30% Spanish. We use interim assessments (NWEA) for Language Arts, Math, and Language Use. K-3 teachers teach SIPPS to aid in our focus on Foundational Literacy Skills and have regular opportunities for coaching and feedback. We use formative assessments from Bridges and Benchmark Curriculum.

Our motto is: Get Involved~Stay Involved!!! We encourage our families to attend meetings, to stay in touch with their child's teacher, to earn their Stars in their Family Involvement Jar and to attend our different family centered, school events, such as the Fall Festival, Winter Event, Family Dance and Spring Carnival. Families receive regular communication from the Bimonthly Family Blast Newsletter, Class Dojo and Remind. All of this so that our families can Get Informed and Stay Informed.

We welcome families at our monthly parent meetings: School Site Council (SSC), which meets on the 1st Wednesday of the month from 5:45-6:45, English Language Advisory Committee (ELAC), which meets on the 1st Wednesday of the month from 6:55-7:55. In addition, the Home and School Club meets every few months to plan school wide social events and fundraisers, such as the: Fall Festival, Poinsettia Sales, Winter Event, Family Dance and the Spring Carnival.

Families are given the newly revised Parent Compact at the beginning of the school year and it is revisited again at parent meetings and at parent/teacher conference time. During the school year, we will provide workshops in Reading, Technology and Positive Behavior, as these are the areas that were identified at the beginning of the school year on a survey that was sent home. We will also use the Data from the Youth Truth Survey to guide our work with families. We encourage families to take advantage of additional opportunities at home to access online APPs such as: Paso a Paso / Footsteps to Brilliance, LEXIA, MAP Accelerator, S/T Math.

We received GOLD Status through the PBIS Recognition. We have strong implementation of Tier 1 PBIS Strategies school wide. Our Tier 2 and 3 Implementation has become increasingly solid. Our site MTSS / Tier 2/3 Team meets weekly with a laser focus on either academics, behavior or PBIS Minor/Major Referrals. We use data points to refer students to Tier 2 and 3 supports. We are hosting our first ever PBIS Family workshop, where we will encourage families to support their child(ren) at home with the same values of Responsibility, Respect, Risk Taking, Safety and Kindness. Families will create a matrix and incentive system based on school examples that are shared.

We will continue to focus on increasing opportunities for students to write for authentic purposes and for different audiences, providing students with regular feedback. In addition, we reach for the district goals of improving the number of students who are proficient or above as measured by SBAC scores and MAP scores, AND to increase the percent of English Learners who demonstrate at least of year of progress towards English fluency as measured by ELPAC.

The Ann Soldo Elementary DreamLab use will be rebooted. The Dream Lab is designed to address the needs of 21st Century students in effort to prepare them for the competitive college and career landscape. The Dream Lab seeks to positively impact school climate by encouraging staff, student, family, and community participation. The lab fosters the exchange of new ideas, sophisticated comprehension , and multiple intelligences by presenting real-world project-based learning outside of the classroom. The Dream Lab is an adaptable, predominantly open space with a variety of tech tools including Chromebooks, iPads, video equipment, a green screen, and desktops. The space also has adaptable furniture to promote creativity and student-centered collaborative projects and assignments.

Dream Lab Objectives:

2022-23 School Overview

- Exposure to a Wider Social Context through collaboration with global peers.
- Students are College and Career Ready through student-led, student-choice, project-based, real world learning and by demonstrating multiple intelligence and exchanging new ideas.
- Positively Influence School Climate through family and community participation, improved attendance, and improved SMART Goals.
- Student Tech Literacy is Enhanced through research, exchanging of new ideas, and creating.

Our students, staff and school community work in collaboration to foster a learning environment that encourages both academic and social success. Our goal is to provide the best education to every child and make sure they feel safe, connected and prepared for an academic and social future that is full of possibilities. ANN SOLDI, A PLACE WHERE HEROES COME TO LEARN and WHERE OUR ALL STARS SHINE BRIGHT!!!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	65
Grade 2	62
Grade 3	60
Grade 4	66
Grade 5	72
Total Enrollment	392

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.3
Filipino	1.0
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.8
English Learners	59.7
Foster Youth	0.5
Homeless	14.3
Migrant	8.4
Socioeconomically Disadvantaged	90.3
Students with Disabilities	11.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.60	77.61	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	14.03	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	1.70	8.37	59.80	6.70	18854.30	6.86
Total Teaching Positions	21.30	100.00	893.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers

All students have been provided a Chromebook. In addition, we have The Ann Soldo Elementary Dream Lab, which is designed to address the needs of 21st Century students in effort to prepare them for competitive college and career-readiness. The lab fosters the exchanging of new ideas, sophisticated comprehension, and multiple intelligence by presenting real-world project-based learning outside of the classroom. The Dream Lab is an adaptable, predominantly open space with a variety of tech tools including Chromebooks, iPads, video equipment, a green screen, and desktops. The space also has adaptable furniture to promote creativity and student-centered collaborative projects and assignments. There is also another computer lab with desktop PCs. All computers are networked. We have a site computer technician assigned to the school twice a week. Staff has access to the Internet and email, and all students have access to district supported computer programs.

Curriculum

Staff is using BRIDGES math materials. Benchmark Advance is used for the Language Arts instruction. The Benchmark Advance is the comprehensive English Language Development program as well. For SEL we use Sanford Harmony. For Science, we use Harcourt Achieve California Science for the core curriculum and supplement with FOSS kits. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004.

The content standards for each subject at each grade level can be found on the Web site of the California Department of Education (CDE) as well as on the PVUSD website.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Benchmark Adelante/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Child's View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
Foreign Language			NA
Health		No	NA
Visual and Performing Arts			NA
Science Laboratory Equipment (grades 9-12)	NA	Yes	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

Our school campus is very clean and orderly. The school buildings were recently painted, there is a new play structure and a shade structure supported by Measure L Bond Funds. The campus is secured by perimeter fencing, which remains locked during the school day, ensuring that all visitors enter through the main office to accompany students or to get a visitor's pass. There are a few areas on campus that need some ground work to ensure that flooding does not occur during the rain. In addition, the perimeter fencing needs some welding upgrades and painting.

Library-

Staffed by a library/media technician who works eight hours a day, our library/media program ensures that students have access to information and ideas via current, interesting, high-quality literature from which to choose. Teachers bring their classes to visit the library weekly. Many of the books in the library are sorted by AR reading level and Lexile Level, allowing students to choose books that are appropriate for their reading ability and or enjoyment.

Year and month of the most recent FIT report

8/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			C-105: Ceilin tile possible roof leak C-107: Ceiling tile possible roof leak C-110: Ceiling tile possible roof leak C-203: Ceiling tile possible roof leak C-300: Ceiling tile possible roof leak C-301: Ceiling tile possible roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	18	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	17	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	199	99.00	1.00	18.18
Female	100	98	98.00	2.00	18.56
Male	101	101	100.00	0.00	17.82
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	192	98.97	1.03	17.28
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	104	103	99.04	0.96	5.83
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	178	177	99.44	0.56	15.34
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	25	25	100.00	0.00	4.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	199	99.00	1.00	11.62
Female	100	98	98.00	2.00	9.28
Male	101	101	100.00	0.00	13.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	192	98.97	1.03	10.47
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	104	104	100.00	0.00	3.88
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	178	176	98.88	1.12	8.57
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	25	25	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.72	7.1	16.22	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100	0	9.72
Female	33	33	100	0	3.03
Male	40	40	100	0	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	72	72	100	0	9.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	38	38	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100	0	7.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100	0	0

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our motto is: Get Involved~Stay Involved!!! We encourage our families to attend meetings, to stay in touch with their child's teacher, to earn their Stars in their Family Involvement Jar and to attend our different family centered, school events. Families receive regular communication from the Bimonthly Family Blast Newsletter, Class Dojo and Remind, in addition to our wonderful website and flyers that are sent home in the Family Folders. All of this so that our families can Get Informed and Stay Informed. In support of our All Star Students, we welcome our families to join our All Star Team. In collaboration with our families, we work together to support students on their journey of academic and social success. We are ready to (re)welcome regular parent volunteers to support instruction in classrooms, help with fund-raisers, accompany classes on fieldtrips and support our annual school events: Fall Festival, Winter Event, Family Dance and Spring Carnival. A survey was sent home at the beginning of the school year asking families how they want to support / volunteer at our school. We created a spreadsheet from the many family members that responded and use the information regularly, from making personal invitations to our meetings to recruiting help at our various social events.

We have launched the Family Involvement STAR Jar, which is sent home every 6 weeks.~Just like our students receive Dojo Points, Families can earn STARS for engagement and participation. Each Student Support = 1 Star; 1 Star=2 Dojo Points. Each time a family member completes one of the student supports, they color in a star in the jar. When they have 10 stars in the jar, the completed jar gets turned into the front office. We then credit their child's Dojo Account and enter their name into a Drawing.. The completed star jar is posted in the library windows.

At our monthly, in person Site Council and ELAC Meetings, the school plan is shared and reviewed with parents, teachers, and community members. As new members have joined alongside our returning members, parent participation at the monthly meetings continues to grow. The Family Compact has been revised and will be shared again during parent teacher conference week. It was also sent home in our Family Folders at the beginning of the school year. Representatives from ELAC provide reports to SSC regarding various district wide opportunities, programs and assessments for English Learners.

DRIVE FOR SCHOOLS Ticket Sales, the Fall Festival, Poinsettia Sales, the Winter Event and the Spring Carnival are the big

2022-23 Opportunities for Parental Involvement

school wide fundraisers and community events. We look forward to more and more families joining our All Star Team. To learn more about becoming involved in the school, contact the principal, Elaine Parker, the Coordinator of Academics, Jennifer Taylor Daniels, or ASP coordinator Cara Oklin at (831) 786-1310. Get Involved ~ Stay Involved.

A great student culture is one in which the human actions and interactions are deliberately reflective of core values of joyful learning and rigor.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	410	236	57.6
Female	217	210	116	55.2
Male	210	200	120	60.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	4	4	2	50.0
Hispanic or Latino	414	397	228	57.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	8	6	75.0
English Learners	259	248	134	54.0
Foster Youth	2	2	1	50.0
Homeless	72	66	34	51.5
Socioeconomically Disadvantaged	386	372	219	58.9
Students Receiving Migrant Education Services	37	35	23	65.7
Students with Disabilities	60	60	39	65.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.13	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.11	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.00
Female	2.76	0.00
Male	1.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.16	0.00
Foster Youth	0.00	0.00
Homeless	2.78	0.00
Socioeconomically Disadvantaged	2.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.00	0.00

2022-23 School Safety Plan

Our Safe School Plan has been revised by site administration and the Site Safety Committee and reviewed with staff - October 12th and December 14th 2022. The board approved the plan on 02/23/22. The plan will be reviewed again with the site safety team on January 17th, 2023. To sustain a safe and positive school environment, we focus on people, programs, and the physical environment. We have a safety team that meets monthly and presents back to staff at staff meetings. We discuss safety at staff meetings and with students regularly in the classrooms and at school wide assemblies. As part of our Staff Handbook and in the Google Drive we have written procedures for evacuation that include fire, earthquake and shelter in place drills. All staff were provided with an emergency backpack and folder, containing protocol for the following drills: earthquake, fire, Code Green Lock Down drill and Code Red Lock Down drill. We have locking gates that secure the campus from the front. The principal, Academic Coordinator and ASP Coordinator all have an updated "To Go Bag" with SOP Protocols, Emergency Numbers and Processes and class lists.

In addition to acknowledgement and praise, teachers reward positive behavior using a variety of strategies and incentives. We are a PBIS school and have an active PBIS Team. We also meet monthly with the District Wide Team. We share out regularly with staff at Meetings and SBC Days. Through PBIS, we have established many protocols (matrix - classroom/hallway/office/playground etc. behavior expectations, office referral, push in, CICO) and continue to identify effective Tier 2 and Tier 3 strategies. We have a system set up for collecting Dojo Points/Shining Star Slips and organizing celebrations (both tangible prizes and celebrations) Common expectations and core values are shared with students, families and staff. We support the following positive values: responsibility, respect, risk taking, safety and kindness. Many teachers use the Whole Brain Teaching Rules and send the accompanying family communication home. We use progressive discipline for students who misbehave. We give them a warning, send them to at buddy class, send them to the office, and communicate with families. Benching students at recess is not an option. We work with students to help them understand alternative forms of behavior that are more acceptable and we communicate regularly with families, establishing behavior contracts when necessary. We have clear systems for Office Referrals, Buddy Classroom Visits and Reflection Logs. We are working with the messages from the book Simon's Hook, in which we encourage students to swim free and to not take the hook. We will continue to educate our school community about bullying (what it is and what it isn't) and support students and families with procedures for responding to this type of behavior, as well as reporting it. Kids Korner referrals are made and MTSS/Student Study Team Meetings are held as needed.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	23		3	
2	19	3	1	
3	20	3	1	
4	25		3	
5	25		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		3	
2	20	3	5	
3	20	5	3	
4	31		4	
5	24	2		2
Other	25		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	19	3		
2	21	2	1	
3	20	2	1	
4	26		2	
5	30		2	
Other	24	1	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,216.68	\$2,123.08	\$7,235.27	\$67,490.88
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	39.3	0.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	9.3	-26.8

2021-22 Types of Services Funded

Title I and LCFF funds are also used to support intervention teachers, who either push in to teach Differentiated Groups based on data or teach a SIPPS group. Title I funds are also used to purchase technology licenses, classroom materials, books and other materials needed to differentiate instruction and support PBIS implementation.

Beginning in January 2012 the District provided funding to support 1.8 Full-Time Equivalents (FTEs) as Reading Specialists to assist identified students in reading. An additional .20 is supported by site funds.

Several fund-raisers during the year have provided support to help with the cost of Outdoor School for fifth graders and for additional books and supplies for classroom libraries. These fund-raisers include a Fall Festival, Winter Wonderland, Drive for Schools, Spring Carnival and other Home and School Club sponsored events - which are all dependent on permission to hold group events.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

2022-23 - Gather Data Consistently, Use Data Strategically, Stay Reflective and Responsive to the Data

Areas of Focus for PD:

SEL

PBIS

Playworks

Benchmark Implementation

Writing- Text Based

IPP: Bridges and Benchmark/Adelante Planning with Grade Level Teams

K-2 : Reading Foundational Skills ~SIPPS, DIBELS/IDEL

Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text

In addition, utilize Youth Truth Data Information to inform PD Needs

2021-22

Areas of Focus for PD:

SEL

Benchmark Implementation

IPP: Bridges

Gather Data Consistently, Use Data Strategically, Stay Reflective and Responsive to the Data

K-2 : Reading Foundational Skills ~SIPPS

Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text

2020-21

The majority of the 2020-21 school year has been focused on best practices in a Distance Learning Environment.

2019-2020

Primary Areas of Focus: Gather Data Consistently, Use Data Strategically, Stay Reflective and Responsive to the Data

K-2 : Reading Foundational Skills ~SIPPS

Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text

Continue to Focus On: Increase students scoring Proficient and Above on the CCSS-SBAC English Language Arts and Mathematics assessments.

Professional development was chosen based on data from MAP or SBAC testing.

Students continue to participate in goal setting conferences focusing on their relevant grade level data: Jiji Math, LEXIA, MAP data.

ELA:

Soldo continues to be an official SIPPS school. K-3 are still receiving training and continual coaching from the Center for Collaborative Learning and district Early Literacy coaches around best implementation of the SIPPS program.

While our data around Foundational Literacy skills had been improving significantly, our reasoning is that concentrating on foundational skills in K-2 will allow us to evade the need for remediation in upper grades.

Grades 3-5 are receiving coaching from district TOSAs around guided reading and literacy rotations.

MATH:

In the area of math, we are focusing on teaching BRIDGES. District TOSAs are providing ongoing coaching by grade level, with the focus being on Number Corner implementation, three part rotations for differentiation, and forming flexible groupings for remediation/acceleration.

2018-2019

Primary Areas of Focus: Gather Data Consistently, Use Data Strategically, Stay Reflective and Responsive to the Data

K-2 : Reading Foundational Skills ~SIPPS

Grades 3-5: Develop Comprehension Skills ~Non-Fiction Text

Continue to Focus On: Increase students scoring Proficient and Above on the CCSS-SBAC English Language Arts and Mathematics assessments.

All professional development was chosen based on data from MAP or SBAC testing.

Students continue to participate in goal setting conferences focusing on their relevant grade level data: F/P, SIPPS, MAP data.

ELA:

Professional Development

This year Soldo has been designated an official SIPPS school. K-2 are receiving training and continual coaching from the Center for Collaborative Learning and district Early Literacy coaches around best implementation of the SIPPS program.

While our data around Foundational Literacy skills had been improving significantly, our reasoning is that concentrating on foundational skills in K-2 will allow us to evade the need for remediation in upper grades. Grades 3-5 are receiving coaching from district TOSAs around guided reading and literacy rotations.

MATH:
In the area of math, we are focusing on teaching BRIDGES. District TOSAa are providing ongoing coaching by grade level, with the focus being on Workplaces implementation, three part rotations for differentiation, and forming flexible groupings for remediation.

- Professional development is delivered in a variety of ways: Grade Level Collaboration on Wednesdays during Early Release (1-3 hours a month), Collaboration with substitutes during the school day (1-3 half days throughout the school year, Extra Work Agreements for collaboration /time with TOSAs (between 4-12 hours a year, as well individual, grade level, small group mentoring with TOSAs (1-5 hours a month).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	22