

Spring Grove Elementary

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	Spring Grove Elementary
Street	500 Spring Grove Rd.
City, State, Zip	Hollister, CA 95023
Phone Number	(831) 637-3745
Principal	Jennifer Bernosky
Email Address	jbernosky@ncjUSD.org
School Website	ncjUSD.org
County-District-School (CDS) Code	35 67504 6095202

2022-23 District Contact Information

District Name	North County Joint Union School District
Phone Number	(831) 637-5574
Superintendent	Jennifer Bernosky
Email Address	jbernosky@ncjUSD.org
District Website Address	www.ncjUSD.org

2022-23 School Overview

The mission of the North County Joint Union School District and Spring Grove School is to ensure that every student will receive an engaging, enriching, and rigorous educational experience using Common Core State Standards-based curriculum and common formative assessments and support to ensure student success.

Spring Grove School is dedicated to meeting the goals listed below.

1. All students will reach mastery of essential grade level ELA and Math standards.
2. English Learners will be reclassified to Fluent English Proficient within 5 years.
3. Attendance - maintain 96.5% attendance rate.
4. Maintain a safe, clean and orderly campus.
5. Increase communication to ensure that all stake holders are informed as it relates to academics, attendance, and student events.

Spring Grove School is a one school district with 743 students based on the 2022-2023 CALPADS report. 449 students (60%) are Hispanic, 228 (30%) are white and the remaining 66 students (10%) are American Indian, Asian, African American and students with multiple ethnicity/races or declined to state.

The school population is comprised of students whose families can trace their roots back to the abandoned one-room schoolhouses still visible in our district. Students come from generations of farming and ranching families. We also have students whose families migrated here from Mexico. In addition, there has been an influx of families that have moved here from outside of the county. The common element, however, is a belief in quality public education and high academic expectations.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
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						

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						

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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

Year and month in which the data were collected		8/2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced 1st-5th grade/ Orton- Gillingham TK-8th grade / Prentice Hall 6th-8th grade-8/Scholastic News SCOPE 6th-8th grade	Yes	0
Mathematics	Eureka Math TK - 5th/ Big Idea Math 6th - 8th	Yes	0
Science	Scott Foresman K-5/ Glencoe 6-8	Yes	0
History-Social Science	Studies Weekly 4th-6th / Scott Foresman 7th/TCI 8th	Yes	0
Foreign Language			

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Spring Groves School boasts a very clean and well maintained school. Custodians and maintenance employees work tirelessly to keep classrooms and other facilities in exceptional condition. Each year the school is thoroughly inspected by school board members. Their findings and suggestions are quickly addressed by the superintendent.

The following improvement are made regularly:

- New carpets in classrooms and office buildings
- Old and damaged furniture replacement
- Gym floor restoration
- New outdoor tables and benches complete with umbrellas (2021)
- New fibar in playground
- New exterior paint for classrooms and office buildings(first phase 2020) Library and classrooms (final phases 2022)
- Addition of a 30' x 30' shade structure
- Additional approved playground equipment
- Stand up teaching desks for all teachers (2020)
- Stand up desks for all secretaries and District Office staff (2020)
- Other routine repairs and upgrades
- High quality air purifiers installed in all heating/air conditioning systems(2020)
- New computers and larger monitors (2021)
- Security cameras around perimeter of the campus (2020/2021)

In addition to the list above, all classroom and exterior light fixtures have been updated with the latest technology and LED bulbs. Classrooms were also updated with dimmers for their lights. The District continues to increase Bandwidth which allows students and staff faster internet connection and will provide students the opportunity to complete the CAASPP Test efficiently.

All improvements are tied to the District Board of Trustee goals and objectives, to maintain a safe, clean and orderly campus environment.

Year and month of the most recent FIT report	9/2022
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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			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)						

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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
Grade 7	100	100	100	100	100
Grade 9	NA	NA	NA	NA	NA

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

Parents are actively involved in their children's education at Spring Grove School through membership in the Parent Teacher Organization, School Site Council, Asset Building Champions - Anti Bully Program, and English Learner Advisory Committee (ELAC). In addition, parents help out as classroom and school volunteers, guest speakers, and at special events. Parents have had multiple opportunities to contribute ideas during the development of the District's LCAP through surveys and meetings. As Common Core math strategies began to raise questions, the District continued to offer math information workshops to help parents understand the shifts that were occurring. These math nights provided parents with strategies that they could use to assist their children with math homework. The District has also added parent training on reading strategies, Orton-Gillingham, digital citizenship, cyber-bullying, vaping, and cannabis over the years.

Although parents are provided with many opportunities to be connected, parent involvement remains a top priority at Spring Grove School. Spring Grove is committed to improving communication with parents through providing translation of all information, keeping the school and District website as current as possible, and using social media.

The Spring Grove Parent Teacher Organization meets monthly on campus and hosts many annual fundraising and community events. The annual Wine and Roses Benefit helps raise the much needed funds the PTO uses to provide academic programs ie: field trips, classroom supplies, campus beautification, and computer programs. Funds raised by the PTO also help to provide improved technology in the classrooms, teacher wish lists, sport team uniforms and facility enhancements like benches, trees, landscaping and other campus beautification items. Additionally, Spring Grove PTO hosts a Fall Festival, fund raisers, Bingo Nights, Scholastic Book Fairs, and many other community events. The PTO enjoys encouraging and supporting staff, children and parents at Spring Grove.

The Spring Grove PTO is always seeking new members. More information regarding the Parent Teacher Organization and how they support Spring Grove can be found by visiting their website www.springgrovepto.com

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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			
Expulsions			

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						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Spring Grove School provides a safe, clean environment for students, staff, parents and the community. A team of 4 custodial/grounds staff take pride in maintaining an organized, clean, and safe facility. A scheduled maintenance program is administered by the school in order to ensure that all classrooms and facilities are clean and well maintained. It is the goal of Spring Grove School to provide a safe, respectful environment for students as they learn.

The safety of students and staff is a primary concern of Spring Grove School. Spring Grove School has a secure campus with fencing surrounding the entire campus. All gates are closed and locked during the school day. All classrooms and office buildings are equipped with columbine locks. Additional lighting has been installed in the main areas of the campus to provide more security. To further secure the campus, each classroom and adjoining doors have been equipped with a "123 Lock-Down Latch" which can be used in a Lockdown or emergency situation. Cameras were installed around the perimeter of the campus.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, and state earthquake standards. The Disaster Preparedness Plan is a key element in the School Safety Plan. It includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock down drills are held on a regular basis throughout the school year. Emergency Plans and evacuation procedures are posted in each classroom and a five minute safety in-service is presented to the staff at each staff meeting. Yard duty staff are equipped with two way radios for communication and First Aid kits while on duty to maximize student safety on a daily basis. Annually, fibar is brought into the kindergarten and primary play structures to accommodate the underground playground safety code. A safety committee reviews and updates the safety plan and reports to the School Site Council. The emergency plan was last approved in March 2022.

The District worked with the San Benito County Sheriff's Department to create an MOU to fund a full time School Resource Officer. The SRO agreement is for 3 years 2022-2025 and is part of the LCAP actions and services.

Having clear discipline policies and procedures as well as effective supervision is essential. All visitors on campus are required to sign-in at the school office and proceed directly to their designated area.

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	0

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	\$9,828.51	\$1,728.07	\$8,100.44	\$74,575
District	N/A	N/A	\$8,100.44	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-4.2	3.0

2021-22 Types of Services Funded

This figure reflects the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually. In addition to the general fund, Spring Grove received state and federal funding for the following categorical, special education and support programs:

Rtl: Tier I and Tier II

Push-In Support ELA and Math and Special Education

Extended Day Intervention ELA and Math

Enrichment Programs such as Art, STEAM, and Technology

English Language Development (ELD)

Study Hall

Summer School

Special Education: Provides funding to meet the unique needs of individuals with disabilities.

Orton-Gillingham

After-School Tutoring

AVID

Support for online learning- chromebooks, hot spots, staff training

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Spring Grove School continues to keep professional development a high priority. Teachers and administrators are actively involved in professional growth activities. These activities keep educators abreast of changes in curriculum standards, instructional materials, assessment and instructional strategies. Staff members are provided with time and resources for collaboration and planning. Professional improvement opportunities for teachers include training for new teachers, in-services and general staff development.

Professional Learning Communities (PLC's) continue to be a point of emphasis at Spring Grove School. PLC's are the most significant strategy for long-term school improvement. PLC's help administrators and teachers develop clear goals for student achievement and the strategies to maximize student performance. The main focus of PLC's is teacher collaboration. Every Thursday, the students are dismissed at 1:00 p.m. The remainder of the day is devoted to teacher collaboration for curriculum improvement based on data, targeted remediation, academic development and reassessment. All grade level teams provided an agenda. Administration reviews, comments, and provides supports from the agendas and attends PLC meetings.

Other trainings that have been provided for staff over the years include:

Eureka Math Training for administrators and teachers

CAASPP/Smarter Balanced training for the assistant principal and teachers

Whole Brain Teaching

Academic vocabulary building with a core group of K-8th grade teachers

ELD curriculum training

Special Education training and updates on the law for the Administrative School Psychologist/Special Education Coordinator

Special Education training for resource teachers, classroom teachers, and Special Education Aides

Technology training for teachers

CTA - Good Teacher Conference

NGSS training for teachers

Integrating the Arts for teachers

Math standards and pacing for teachers

PLC conference (3 days)

AVID for teachers and teachers and administrators

Orton-Gillingham (phonics and reading) teachers and paraprofessionals

Aeries (SIS) training

Multi-Tiers System of Support (MTSS)

i-Ready Reading and Math training for all teachers

Google Sites and Google Classroom training

Digital tools training for online learning provided by the San Benito High School District and the San Benito County Office of Education.

Google training and support offered by NCJUSD Technology team and the Technology/Library Specialist

Benchmark Advanced training for ELA

Science of Reading- Really Good Reading training

Spring Grove School encourages all teachers in continuing their education and professional growth. Current listings of educational workshops and classes are posted in the staff room.

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	4	4	4