

Bitterwater-Tully Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Bitterwater-Tully Elementary School
Street	45980 Airline Hwy, State Highway 25
City, State, Zip	King City, CA 93930
Phone Number	(831) 385-5339
Principal	Candace Brewen
Email Address	cbrewen@sbcoe.org
School Website	
Grade Span	K-8
County-District-School (CDS) Code	35-67454-6035000

2024-25 District Contact Information

District Name	Bitterwater-Tully Union Elementary School District
Phone Number	(831) 385-5339
Superintendent	Candace Brewen
Email Address	cbrewen@sbcoe.org
District Website	www.sbcoe.k12.ca.us/bitterwater.html

2024-25 School Description and Mission Statement

Bitterwater-Tully Union School District consists of one TK-8 Elementary School. It is located 15 miles east of King City and 43 miles south of Hollister. Bitterwater-Tully School is one of the only schools in the extreme southern reaches of San Benito County and is a center for many community activities. The school has two classrooms and a developing athletic program that competes with other local schools.

In 2024-2025, two fully credentialed teachers provided instruction to Bitterwater-Tully students. One teacher taught grades TK-3; the other taught grades 4-8. The primary grade teacher also served as the principal. The teachers regularly attend

2024-25 School Description and Mission Statement

professional development training to increase their content knowledge and to keep current on educational research and effective instructional practices.

Both the TK-3rd and 4th-8th grade classrooms have extensive classroom libraries and computers with internet access. The San Benito County Bookmobile comes from the County Library with library books/media for the students/families to check out several times a year.

Health screenings, Special Education, and other Student Support Services are provided by the San Benito County Office of Education.

Mission Statement:

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	2
Grade 4	5
Grade 5	1
Grade 6	3
Grade 7	8
Grade 8	3
Total Enrollment	26

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.5
Male	61.5
Hispanic or Latino	42.3
Two or More Races	3.8
White	53.8
English Learners	15.4
Socioeconomically Disadvantaged	23.1
Students with Disabilities	7.7

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)	1.00	50.00	1.00	50.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	50.00	1.00	50.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	2.00	100.00	2.00	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)	1.00	50.00	1.00	50.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	50.00	1.00	50.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	2.00	100.00	2.00	100.00	279044.80	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.

2022-23 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)	1.00	50.00	1.00	50.00	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	50.00	1.00	50.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	2.00	100.00	2.00	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	1.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

None.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We are piloting Houghton Mifflin Harcourt's Into Reading and Into Literature programs for the 24-25 school years.	No	0
Mathematics	We are piloting Houghton Mifflin Harcourt's Into Math program for the 24-25 school years.	No	0
Science	The K-8 Discovery Science curriculum was adopted for the 2021-2022 school year.	Yes	0
History-Social Science	Studies Weekly is being piloted for TK-5th for the 24-25 school year and Discovery Education: Social Studies Techbook. 6th-8th graders is also being piloted.	No	0
Foreign Language	0		0
Health	0		0
Visual and Performing Arts	0		0

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

School Facility Conditions and Planned Improvements

The single school building is in good condition. In 2008, several large shade trees were removed and new trees have been planted to replace them. New picnic tables were also purchased in 2015 and 2024. Window screens have been installed to classroom and office windows in 2012. During the summer of 2016, a new fence was installed to replace the damage from truck drivers making U-turns in front of the school; three trees were removed due to potential safety hazards; inside of the school building was painted; and new blinds were installed. The school had the duct-work examined and cleaned in Winter of 2009. The school is cleaned daily, trash emptied, and grounds swept by custodial staff. Restrooms are cleaned and sanitized daily. Carpets are deep cleaned 1-2 times per year. Outside grounds maintenance is performed by staff and independent contractors to keep the grounds free of leaves and weeds.

November 2021 the playground was resurfaced. The roof was replaced in the summer of 2024.

The school has a school bus in order to carry more students. This is in anticipation of needing to seek more inter-district transfers to fill the openings created by the number of declining local in-district students. Please contact the Principal for more information.

Year and month of the most recent FIT report

August 19, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No known leaks and the HVAC system has had recent repairs and maintenance to place it in excellent operating condition. Air Ducts were cleaned in June 2024 by an independent contractor.
Interior: Interior Surfaces		X		New window blinds have been purchased for the classrooms and the office windows in August 2016. The inside of the classrooms, office, kitchen, and bathrooms was painted in July 2016. We need to replace some ceiling tiles in both classrooms from the roof leaking.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly visits by an independent contractor occur to deal with pests on school property.
Electrical	X			In 2019, New ballasts have been retrofitted into the classrooms from Prop 39 Funding.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water fountains are turned off and the school in on a Boil Order per the CDPH. Students, Staff, and guests are provided with bottled drinking water. Rusting at stall separators. Dishwasher is missing air gap at drain line.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers are all tested and certified annually and the school's fire alarm was just checked and certified operational.
Structural: Structural Damage, Roofs	X			The roof and gutters were replaced during the Summer of 2024. A little deteriorated wood is visible at lower siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground maintenance is completed on a regular basis. The school resurfaced the blacktop/playground area September 2014 and November 2021. Three older trees were removed from the school grounds due to potential safety concerns. In 2023, two slides were replaced due to weather damage causing cracking on the play structure. Covered eating area has some stains on the roof eaves. Retaining wall was replaced June 2024. Mulch was added to the play structure in 2024.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	70	48	70	46	47
Mathematics (grades 3-8 and 11)	17	55	17	55	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	20	100.00	0.00	70.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	63.64
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	20	20	100.00	0.00	55.00
Female	--	--	--	--	--
Male	11	11	100.00	0.00	45.45
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	72.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	--	--	30.29	30.73

2023-24 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	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	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	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.

2023-24 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. The administration of the PFT requires only participation results 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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 Opportunities for Parental Involvement

Bitterwater-Tully Union Elementary has a support group, the P.T.F. Club, Parent, Teachers, & Friends of Bitterwater-Tully School.

P.T.F. President : Francisco Chavez

Meetings are held quarterly and as needed at the Bitterwater-Tully School.

Parents are always welcome to participate in the school's activities and are often depended upon to help in getting students from the school, or home, to activities, and back, as busing is limited. Parents are also welcome to participate as classroom volunteers and are expected to be active in fundraising events and monthly events designed to include community members, families, students, and staff.

Monthly notices, emails, and newsletters are sent home to keep parents informed about upcoming events for example: board meetings, hot lunches, field trips, PTF and SSC meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	26	26	6	23.1
Female	--	--	--	--
Male	16	16	4	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	2	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	14	14	4	28.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0	3.85	0	0	3.85	3.17	3.6	3.28
Expulsions	0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	0.00	0.00
Male	6.25	0.00
Non-Binary	0.00	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	9.09	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Information about the school's comprehensive safety plan are available at the Bitterwater-Tully School for review.

Bitterwater-Tully Union School District has developed a comprehensive School Safety Plan the addresses the emotional safety as well as the physical safety of all members of the school community. The School Safety Plan was developed by Bitterwater-Tully teachers, staff, and parents, and is reviewed and revised annually. The staff is both certified in Child Abuse Reporting and Sexual Harassment Laws and Prevention. The school is in compliance with the laws, rules, and regulations pertaining to

2024-25 School Safety Plan

school safety.

As a rural school, we have several plans for School Safety, depending on the event. Evacuation plans are in place and are practiced for fire, earthquake, and other emergencies, including participation in the “California Shake-Out”, statewide earthquake drill, each October. Monthly safety meetings are held with the staff at the school and additional on-line safety courses are offered through Keenan’s website. Faculty and staff have designated roles and practice these during drills. Classified staff and classroom teachers have key roles. We have emergency medical supplies and family information on hand, and keep these up to date.

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.

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
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
Other	13	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
Other	7	2		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$16,424	\$1,075	\$15,349	\$62,695
District	N/A	N/A	\$15,349	\$62,695
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	35.1	-23.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Bitterwater-Tully School receives state and federal funding. The increase in funds for the LCAP year will be calculated based upon the needs of the enrolled students. These funds will be used to improve the education and success rate of the low income, foster youth, and English Learners as the needs arise in our school. As a small necessary school, our enrollment tends to fluctuate and so do the numbers of the low income, foster youth, and English

Fiscal Year 2023-24 Types of Services Funded

Learners. With a small enrollment of low income, foster youth, and English Learners, a small class size is beneficial to provide one-on-one support and instruction as needed.

Bitterwater-Tully School also received a federal grant award from the Rural Education Achievement Program. The funds are “restricted,” that is, available for use only for supplemental programs, goods and services. Funds were used to improve teacher quality, support academic achievement, increase educational technology, and support English language acquisition.

We are continuing to work in collaboration with the San Benito County Office of Education and the other rural schools in our county to fund a mental health therapist to provide support for our students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$50,000	\$51,352
Mid-Range Teacher Salary	\$67,850	\$80,424
Highest Teacher Salary	\$67,850	\$103,442
Average Principal Salary (Elementary)	\$75,389	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$0	\$145,237
Percent of Budget for Teacher Salaries	25%	26%
Percent of Budget for Administrative Salaries	2%	6%

Professional Development

Teachers are encouraged to continue with professional development through workshops and conferences to be in compliance with No Child Left Behind requirements; funding is available through the school. The school board has allowed one release day per month for the teacher/administrator to perform administrative duties. Additional days, are granted as needed. Staff are required to keep their CPR and first aid certification current. Staff Training for CPR/First Aid certification is a two-year certificate due February 2020. Staff members are encouraged to attend workshops/conferences where multi-grade instruction is the main focus. The teachers and instructional aides completed SMART Board training in January of 2013 and Math in Focus training in November of 2015 and four one-hour webinars were completed in 2018. The Principal attends monthly organizational meetings at the San Benito County Office of Education to meet with our rural schools from the county to discuss curriculum, technology, planning, and other aspects of education. Staff members are required to complete online training modules through Keenan Safe Schools programs annually. Teachers are formally observed and evaluated annually by a specialist assigned by the San Benito County of Education using the California State Standards for the Teaching Profession. Together, the teacher and evaluator set improvement goals based on the initial observation. The Principal also attends bi-monthly meeting for LCAP Professional Learning Network which focuses on using the LCAP process to guide continuous school improvement. The Principal attended the Multi-Tiered System of Support training in the Spring of 2018.

Due to COVID-19, staff has completed numerous trainings through Keenan Safe Schools. Additional staff meetings were added to the schedule for trainings and collaboration.

Professional Development

In the Spring of 2023, staff completed CPR and First Aid Training. In July 2023, both teachers attend the Innovative Schools Summit, where we spent 5 days learning new strategies and skills that we have been able to bring back to our classrooms to enrich our instruction and engage our students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	5.5