

Henry F. Kammann Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Henry F. Kammann Elementary School
Street	521 Rochex Street
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5665
Principal	Maria Yerania Vargo
Email Address	myvargo@salinascity.k12.ca.us
School Website	https://sites.google.com/salinascity.k12.ca.us/kammann-elementary/home
County-District-School (CDS) Code	27-66142-6026538

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2021-22 School Overview

Welcome to Henry F. Kammann Elementary School, proud home of the Wildcats! Kammann Elementary is located in the heart of Salinas and serves 707 students from Transitional Kindergarten thru 6th grade. The Kammann staff is dedicated to assuring that students are prepared to be lifelong learners. In the midst of the COVID-19 pandemic, Kammann is ensuring all students have connectivity to the digital classroom. Additionally, the Kammann staff is dedicated to working with families to strengthen technology skills and ensure that all students are receiving appropriate Distance Learning instruction. The Kammann staff believes in the importance of accountability and continually strive to make all stakeholders – students, parents, staff and community – feel valued and included.

Major Achievements:

Henry F. Kammann School is dedicated to providing our students with an exemplary educational experience in a safe nurturing environment. The staff have spent and continue to invest many hours on refining the use of data to guide instructional practices as well to improve our approaches to student's social-emotional needs.

We've focused our attention on strategies that are research based. Our teachers have been trained on Visible Learning and effect sizes, the work by John Hattie. They've also had extensive training on the Data Teams Process. We continue to use Restorative Justice Discipline Practices and Positive Behavior Intervention Support to ensure a positive school climate. We were honored to have been recognized as the recipient of the Platinum status for our PBIS implementation efforts. This does not mean our work is done. We strive to continue to build positive student/teacher relationships as well as partnerships with our parents to best meet the needs of our unique students.

We are very proud that our school is home to a Parent Resource Center serving as a hub for resources from public and community donations to families affected by homelessness. With the adoption of the new district wellness policy, our school is has taken Blue Zones Pledge and is expected to become a Blue Zones approved school in the very near future. Additionally, we are partnering with MEarth based in Carmel that will support Kammann in activating outdoor learning spaces, including our school garden.

In an effort to better support our students, Kammann is in the active process of moving from COS/SSTs to Multi-Tiered System of Support (MTSS). Multi-Tiered System of Supports (MTSS) is an umbrella framework that includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. This will help us pinpoint how we can best support

2021-22 School Overview

our students both academically and emotionally. We are committed to continue to provide small group instructional settings using our paraeducators who's focus is to provide ongoing support for students at or near grade level in order to give time to the classroom teacher to provide specialized interventions to students at most risk.

Our school will continue to participate in the Best of Education and Safety Time (BEST) after-school program to provide academic support and enriching visual and performing arts activities. The BEST program will be online during COVID-19 school closures. Our partnership with Hartnell College's Science, Engineering, Mathematics, Aerospace Academy, NASA Program will also continue and provide online academies. More than ever, our students and families are able to access counseling services through Sticks and Stones counselors and Monterey County Behavioral Health Counselors. Additionally, Kammann now counts on the support of a new school counselor that will also offer mental health services to students.

Regardless of school closures, Kammann will continue to celebrate student achievement by committing to celebrating awards recognitions virtually. We will continue to celebrate personal achievements and academic student achievements. As an added incentive for students exhibiting positive behavior during Distance Learning, we will host weekly classroom drawings that will allow our students to pick up students an incentive directly from the school office help window.

Our school and district have maintained a strong vocal music program where all students participate. All students TK through 6th grade will have the opportunity to participate in a scheduled online slot. We also encourage students to participate in an after-school supplementary music class, through Youth Orchestra of the Salinas Valley (YOSAL) which will be virtual for the 20-21 school year.

Kammann continues to virtually provide both Bike Safety (5th Grade) Pedestrian Safety (2nd grade) in collaboration with Ecology Action. Kammann students will also have the opportunity to participate in a Virtual School based Spelling Bee and have the chance to move to the County Wide Spelling Bee. Even though we are currently in a state of pandemic, funds will still be allocated just in case we can take field-trips in the spring of 2021.

Focus for Improvement :

We will continue the implementation of the Data Team Meeting Process and continue to use data to drive our instruction. We will focus our attention on strategies that have the most significant impact on student learning. Our staff will continue to participate in professional development, specifically on techniques for Distance Learning, to ensure all students receive an exemplary education during school closures. Truancy continues to be an issue for some of most vulnerable student populations. During Distance Learning, administrators are focusing on making contact with families as well as conducting home visits on top of already teacher contact for our students that are absent more than 3 days as well as students that have been reported to be missing on online platforms.

We will also continue our efforts to continuously have every single student having access to necessary technology and technology skills to access Distance Learning. With the help of ParentSquare, we will continue to reach out to our parents to leverage their levels of involvement and engagement in the school community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	97
Grade 2	101
Grade 3	107
Grade 4	98
Grade 5	84
Grade 6	95
Total Enrollment	693

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	0.7
Filipino	2.2
Hispanic or Latino	90
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.3
White	3.8
English Learners	48.3
Foster Youth	0.9
Homeless	34.2
Socioeconomically Disadvantaged	83.5
Students with Disabilities	8.4

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

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

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)	26.5	89.8	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	3.0	10.2	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	21.0	5.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.0	3.0	12115.8	4.4
Unknown	0.0	0.0	6.0	1.6	18854.3	6.9
Total Teaching Positions	29.5	100.0	368.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	10.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected August 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/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	McMillan/McGraw-Hill, Science, K-6, 2007	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

Shade structure scheduled for summer 2022

Year and month of the most recent FIT report 10/02/2021

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	X		
Electrical	X	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		X	Asphalt replacement scheduled for summer 2022
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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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	NT	NT	NT	NT
Female	188	NT	NT	NT	NT
Male	197	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	152	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	232	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	385	NT	NT	NT	NT
Female	188	NT	NT	NT	NT
Male	197	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	152	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	232	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	384	370	96%	4%	32%
Female	188	179	95%	5%	34%
Male	196	191	97%	3%	30%

Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	342	330	96%	4%	29%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	86%	14%	25%
English Learners	151	147	97%	3%	11%
Foster Youth	--	--	--	--	--
Homeless	121	115	95%	5%	30%
Socioeconomically Disadvantaged	307	296	96%	4%	28%
Students Receiving Migrant Education Services	13	13	100%	0%	0%
Students with Disabilities	43	41	95%	5%	7%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	384	367	96%	4%	34%
Female	188	178	95%	5%	30%
Male	196	189	96%	4%	38%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	10	10	100%	0%	50%
Hispanic or Latino	342	328	96%	4%	33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	11	79%	21%	45%
English Learners	151	145	96%	4%	17%
Foster Youth	--	--	--	--	--
Homeless	121	110	91%	9%	31%
Socioeconomically Disadvantaged	307	291	95%	5%	32%
Students Receiving Migrant Education Services	13	13	100%	0%	15%

Students with Disabilities	43	41	95%	5%	15%
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	75	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	42	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 Opportunities for Parental Involvement

There are a variety of ways parents can participate at our school, and we depend on our parents to keep our students learning! This is especially true right now during Distance Learning. Our School Site Council is virtual for the school year. Our parents are encouraged to run for a seat on our School Site Council at the beginning of each school year. The School Site Council works with the administration to help make financial decisions and meets at least 6 times per year. Parents of our English Learners can also run for office of our English Language Advisory Committee (ELAC). Representatives from our ELAC also serve on the District English Learner Advisory Committee that meets monthly. For the 20-21 school year, our current ELAC parents will decide to keep ELAC into our School Site Council or to have ELAC as an independent committee. With the help of our new vice principal, we will restart the process of reestablishing our Parent Teacher Association (PTA). In traditional years, teachers organize parent volunteers to help with special projects in the classroom and chaperone field trips. In addition, parent volunteers have helped run our student store. In traditional years, our sports programs for 5th and 6th graders are run by parent volunteers and we hold an annual sports banquet for student athletes and their parents. When we return to in-school learning, our parents will once again be encouraged to volunteer for school events such as Trick or Treating in the Halls, book fairs, and other theme nights.

Even during Distance Learning, our families will continue to be invited to attend virtual awards assemblies, virtual adult education classes, and parent-teacher conferences. In traditional years, our sixth-grade parents take a leadership role in end of year 6th grade activities. We welcome new involved parents throughout the year. All of our parent participation opportunities will return to normal once we return to school.

Kammann School has a full time Parent Coordinator who supports in helping with attendance concerns and parent involvement. She works closely with parents, particularly with our Spanish-speaking population. This year our parent coordinator's focus will be parent education classes including, but not limited to, basic technology classes and will do so throughout the school year. The Vice Principal also works with parents on attendance/truancy issues, and intervention planning. We will strive to provide interpreters during parent teacher conferences, regardless of the platform, and will continue to regularly send out communications via ParentSquare and through phone calls. All of our staff has access to ParentSquare to communicate and engage with parents on a regular basis. We make the commitment to post on the online website and via ParentSquare a bilingual monthly parent newsletters and event calendar. Additionally, we will update our websites and school

2021-22 Opportunities for Parental Involvement

marquee on a regular basis. Parents were invited to attend a virtual Back to School Night and our teachers recorded themselves for parents that could not make the event.

Parent Coordinator Guadalupe Alvarez can be contacted here at Kammann Elementary by calling 831-753-5665 or email at galvarez@salinascity.k12.ca.us

Vice Principal David Parr can be can be contacted here at Kammann Elementary by calling 831-753-5665 or email at dparr@salinascity.k12.ca.us

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	730	719	119	16.6
Female	368	363	61	16.8
Male	362	356	58	16.3
American Indian or Alaska Native	3	3	0	0.0
Asian	9	9	0	0.0
Black or African American	9	9	4	44.4
Filipino	16	16	1	6.3
Hispanic or Latino	653	643	105	16.3
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	9	8	1	12.5
White	27	27	7	25.9
English Learners	355	352	47	13.4
Foster Youth	6	6	2	33.3
Homeless	278	274	60	21.9
Socioeconomically Disadvantaged	617	608	108	17.8
Students Receiving Migrant Education Services	35	34	3	8.8
Students with Disabilities	67	67	14	20.9

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.69	0.00	3.16	0.15	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.31	1.82	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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

2021-22 School Safety Plan

Safety of students and staff is a primary concern of the Salinas City School District. Many people visit Henry F. Kammann School to volunteer in the classrooms and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge. Visitors are required to return to the school office upon leaving our school grounds. During lunch, recesses, and before and after school, assigned staff and administrators supervise students on school grounds. A security window was added to increase visibility so the office staff could better monitor visitors. Students who leave prior to the end of the school day must be signed out at the school office. Our district installed additional security cameras throughout our school site. Improved door hardware was installed that allows teachers and staff members to lock any door on our campus from the inside. Discipline and safety procedures are reviewed with the staff throughout the school year. Each classroom has an "Emergency flip Chart" posted on the walls to have easy access to procedures and protocols. Makeshift toilets have been provided for every classroom. We review playground rules with students to ensure safety on campus. Each classroom has a telephone and an intercom system. Each classroom has Walkie-Talkie Radios as secondary communication. All staff was trained in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), active shooter response.

We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participated in the Monterey County Disaster Drill which takes place in October 2020. Our school works directly with the Monterey County Rape Crisis Center to provide student and parent child abuse prevention training. All 4th grade students participate in one week of water safety instruction at a local swimming pool. The entire school participates in bus safety drills. Kammann School also hosts a Bike to School Day Event in May and holds bike-safety assemblies for all grades annually. Additionally, we work with the Transportation Agency of Monterey County and Bike Smart of Santa Cruz County to hold structured Bike Rodeos with a focus on safety for all 5th grade students. Our second graders participate in the Walk Smart program which teaches students pedestrian safety. Unfortunately due to the current pandemic, many of these can be postponed or cancelled. Staff still working from campus will continue to participate in practice drills.

We review and revise our School Safety Plan annually with the school administration and parent groups (ELAC and SSC) and it is approved by School Site Council. Our plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. Our plan also includes our programs for our bully-free climate and the implementation of Positive Behavior Intervention Supports (PBIS). Additionally, like all the schools in our district, we are continuing to implement Restorative Justice Practices (RJP). We strive to teach children vocabulary and mediation strategies to avoid and/or resolve conflicts. Student's emotional well being is of top priority and we follow student protocols to ensure student safety. The safety plan is available in our school office, and we share it with all staff during our staff meetings.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		5	
1	27		4	
2	26		4	
3	23		4	
4	26		4	
5	29		4	
6	28		4	

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	24		5	
1	27		4	
2	26		4	
3	25		4	
4	29		3	
5	26		4	
6	31		4	

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	22	1	4	
1	24		4	
2	25		4	
3	27		4	
4	25		4	
5	28		3	
6	24		4	

2020-21 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	

2020-21 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)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6395	780	5615	66623
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-38.5	-9.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-40.2	-25.2

2020-21 Types of Services Funded

DISTRICT PROVIDED SERVICES:

To best serve students, SCESD implemented after-school and Saturday extended learning programs with the use of Federal and State funds. Extended learning programs included the following:

2020-2021 SCHOOL YEAR:

Summer Academy:

Springboard
Elevate Math
Imagine Learning
ELD support
Sports for learning
Dance
Extended School Year (SPED)
NASA
Intro to Coding
Music (YOSAL)
Jump Into English
Jump Into Math
Sylvan Learning
Spring language academy

2019-2020 SCHOOL YEAR:

- Jump into Math
- NASA
- Introduction to Coding
- Summer Academy for students most at risk
- Social-emotional Counseling support

SITE PROVIDED SERVICES

Categorical and supplemental funds are used to pay for our part-time (.50) Student Services Resource Teacher (SSRT). The SSRT works with under performing students in a small group setting targeting 3rd and 6th grade students in language arts. Both of these funds also pay for our instructional aides who work one on one with students who are having difficulty with reading. Title I funds also contribute to the running of our after school intervention programs, targeting math and writing. We paid teachers to provide the services as well as contracting out to Jump into Math. Title 1 and LCFF funds are used to purchase supplemental materials and technology to support student's instructional needs. In addition, we purchased Rosetta Stone English Licenses to provide our English Learner parents and students with opportunities to learn English. Ten percent of Title 1 funds are set aside for staff members and parents to attend conferences or workshops to support instruction. Title 1 funds are used to fund collaboration outside of school hours. We also use Title 1 money to fund field trips.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$47,479	\$52,060
Mid-Range Teacher Salary	\$74,697	\$84,043
Highest Teacher Salary	\$94,774	\$107,043
Average Principal Salary (Elementary)	\$118,162	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$215,235	\$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

DISTRICT PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to develop and improve the Tier I services offered in the classroom. This focus has us working together to strengthen the Instructional Core - the Relationships created between staff and students, the Clarity of staff and students around what is needed and how to help every student receive it, and the Challenge was given to students through instructional activities, tasks, and experiences.

In addition to the district-provided staff development, additional training was available during the summer, and after school through the school site. Other major areas of staff development are English Language Development, Mathematics, and Professional Collaboration. Training provided teaching techniques and strategies that are beneficial for all students. On Thursdays, students are dismissed early and teachers use the time for grade-level meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. The principal and Vice-Principal support the implementation of State Standards by observing students, meeting with teachers individually and in grade levels, and observing classroom instruction as does the academic coach.

2020-2021 SCHOOL YEAR:

Professional Learning and Development topics offered by the district have included:

- Self and student care during distance learning
- Norms and procedures in distance learning
- Establishing student-teacher relationships from a distance
- Establishing teacher credibility at a distance
- Teacher clarity at a distance
- Creating engaging tasks in distance learning
- Planning instructional units for distance learning
- Feedback, assessment, and grading
- Great Minds inSync
- Discovery Education
- Accelerated Learning - Unpacking the Standards to Drive Instruction
- Checking for Understanding in Distance Learning - High tech, low tech, no tech!
- Creating Rigorous Asynchronous Tasks
- Creating Spirited Lessons That Will Rock Distance Learning (non, low, and high tech)
- Designated ELD in Distance Learning
- Paraeducator Partnerships to Prepare Pupils!
- Progress Monitoring Beyond Administering the Test

Professional Development

Receptive Visual-Based Strategies
 “PBL like PBJ” How to Make Tasty Learning that Sticks
 Google Suite 101
 Bully Prevention in the Virtual World
 Engaging and Supporting Learners Using Trauma-Informed Practices
 PBIS in Distance Learning
 Take Care of Yourself and Others! Mindful Practices from a Distance
 Inviting the Struggle - Challenging Students One Lesson at a Time
 Productive Visual-Based Strategies
 Visual-Based Strategies in the Upper Elementary Classroom (3-6 focus)

2019-2020 SCHOOL YEAR

Some of the topics at the professional development sessions have included:

- New Teacher orientation and associated topics
- Imagine Learning
- Imagine Mathematics
- Eureka Mathematics customization
- Benchmark Education Advance and Adelante introduction
- Reading Fluency
- Small-Group Instruction in Mathematics
- Small-Group Instruction in Language Arts
- Mini-Lessons and Collaborative Conversations
- Scaffolding Instruction for Special Education
- Assessment in Language Arts and Mathematics
- Close Reading
- Teaching Writing using Benchmark
- Accelerated Reader
- STAR Reading, Math, and Early Literacy

2018-19 SCHOOL YEAR

This year, the number of calendared Professional Development days increased to 6. In addition to these days, SCESD teachers are offered:

- On-site, teacher-directed professional development provided by Academic Coaches.
- After-School Professional Development opportunities
- Weekend Professional Development opportunities
- New Teacher Induction.
- Intern Teacher Mentoring

SITE PROVIDE PROFESSIONAL DEVELOPMENT:

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Salinas City Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website Address	www.salinascityesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT	NT	NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4751	NT	NT	NT	NT
Female	2282	NT	NT	NT	NT
Male	2469	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	28	NT	NT	NT	NT
Black or African American	30	NT	NT	NT	NT
Filipino	51	NT	NT	NT	NT
Hispanic or Latino	4349	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	73	NT	NT	NT	NT
White	197	NT	NT		NT
English Learners	2139	NT	NT	NT	NT
Foster Youth	13	NT	NT	NT	NT
Homeless	3298	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3754	NT	NT	NT	NT
Students Receiving Migrant Education Services	181	NT	NT	NT	NT
Students with Disabilities	523	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4522	95%	5%	29%
Female	2278	2193	96%	4%	29%
Male	2458	2329	94%	6%	28%

American Indian or Alaska Native	--	--	--	--	--
Asian	28	26	87%	13%	54%
Black or African American	30	28	93%	8%	30%
Filipino	51	51	100%	0%	36%
Hispanic or Latino	4331	4130	95%	5%	27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	62%
White	202	195	95%	5%	37%
English Learners	2128	2011	94%	6%	9%
Foster Youth	16	16	100%	0%	55%
Homeless	1772	1680	94%	6%	22%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3569	94%	6%	26%
Students Receiving Migrant Education Services	198	185	97%	3%	8%
Students with Disabilities	556	500	91%	9%	11%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Enterprise Tests Student Groups	Star Reading Enterprise Tests Total Enrollment	Star Reading Enterprise Tests Number Tested	Star Reading Enterprise Tests Percent Tested	Star Reading Enterprise Tests Percent Not Tested	Star Reading Enterprise Tests Percent At or Above Grade Level
All Students	4736	4561	96%	4%	31%
Female	2278	2212	96%	4%	29%
Male	2458	2349	95%	5%	34%
American Indian or Alaska Native	16	16	100%	0%	50%
Asian	28	26	87%	13%	63%
Black or African American	30	28	93%	7%	22%
Filipino	51	49	97%	3%	28%
Hispanic or Latino	4331	4173	96%	4%	30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	99%	1%	43%
White	202	193	93%	7%	42%
English Learners	2128	2040	95%	5%	17%
Foster Youth	16	14	90%	10%	50%

Homeless	1772	1694	95%	5%	27%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3756	3607	95%	5%	29%
Students Receiving Migrant Education Services	198	189	96%	4%	20%
Students with Disabilities	556	506	91%	9%	12%

*At or above the grade-level standard in the context of the local assessment administered.