

Natividad 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	Natividad Elementary School
Street	1465 Modoc Avenue
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5675
Principal	Susano Marquez
Email Address	smarquez@salinascity.k12.ca.us
School Website	https://sites.google.com/salinascity.k12.ca.us/natividad-elementary/home
County-District-School (CDS) Code	27-66142-6026595

2021-22 District Contact Information

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

2021-22 School Overview

Natividad Elementary School, home of the Golden Eagles has highly skilled and dedicated staff. Our school vision is that we believe that all students can learn and succeed in their educational goals. Our Mission is that as a team, we will strive to uphold high academic and achievement by focusing on standards-based curriculum, 21st-century skills, a safe learning environment, and college and career readiness. With parents' support and involvement, our students will be able to reach their full potential.

1. There are 666 students enrolled at Natividad Elementary School.
2. 67.4 % of the students enrolled at Natividad are English language learners and 91.4 % are classified as socioeconomically disadvantaged.
3. Natividad Elementary school has 26 teachers.

In order to increase student achievement, we planned the following Action Goals for the 2021-2022 school year:

1. Academic Coach will train and support teachers in the implementation of the state standards.
2. The MTSS intervention specialist will be working with teachers, academic-coach, and students. The MTSS intervention specialist will provide intervention support to students, review student data, and help teachers assess students.
3. Students, not meeting standards will be provided with interventions and extended learning opportunities.
4. All students regardless of their performance levels will receive appropriate differentiation instruction in all subject matters.
5. Data Teams will identify learning goals, develop common formative assessments, monitor student progress, and refine instruction.
6. Establish expectations for implementation of school-wide Designated and Integrated ELD.
7. Professional development on designated and integrated ELD.
8. General Ed and RSP teachers will plan collaboratively to support special education students learning in the general education setting.

We are currently fully implementing Benchmark Advance/Advance, Eureka Math, Lexia, Dream Box. Our assessments are aligned with the Benchmark program.

2021-22 School Overview

Our school has an after-school program available for students in Kinder through 6th grade. They received intervention support and enrichment activities such as music, dance, and art.

We believe in the importance of being Respectful, Responsible, and Ready to Learn. A sense of well-being and purpose results when people have choice within boundaries when they feel included and a part of the group, and when they are knowledgeable and skilled. This sense of well-being and purpose as a productive, responsible citizen is within the reach of each one of us.

Awards:

1. Natividad has received the PBIS Silver award for Implementing Tier 1 and Tier 2 strategies
2. Natividad teacher reward students: student of the month (criteria has been set by Leadership team), perfect attendance,
3. Monthly school PBIS raffles at the end of the month

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	99
Grade 2	86
Grade 3	89
Grade 4	100
Grade 5	107
Grade 6	92
Total Enrollment	674

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.4
Asian	0.7
Black or African American	0.1
Filipino	2.2
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.4
White	0.9
English Learners	64.2
Homeless	46.7
Socioeconomically Disadvantaged	90.2
Students with Disabilities	8

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)	27.0	93.1	320.4	87.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	10.0	2.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.0	6.9	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	29.0	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	2.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

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)	6.6

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. All students at Natividad School are furnished with our district's current adoptions of core textbooks and instructional materials.

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, 2015 (English) / April 13, 2015 Eureka Math, 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%

School Facility Conditions and Planned Improvements

Shade structure scheduled for summer 2022

Year and month of the most recent FIT report

9/31/2021

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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	398	NT	NT	NT	NT
Female	183	NT	NT	NT	NT
Male	215	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	378	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	244	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	346	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	29	NT	NT	NT	NT
Students with Disabilities	36	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	398	NT	NT	NT	NT
Female	183	NT	NT	NT	NT
Male	215	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	378	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	244	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	346	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	29	NT	NT	NT	NT
Students with Disabilities	36	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	393	338	86%	14%	18%
Female	182	161	88%	12%	16%
Male	211	177	84%	16%	21%

Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	375	320	85%	15%	18%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	240	197	82%	18%	6%
Homeless	182	151	83%	17%	13%
Socioeconomically Disadvantaged	353	301	85%	15%	18%
Students Receiving Migrant Education Services	30	22	73%	27%	14%
Students with Disabilities	39	30	77%	23%	10%

*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	393	356	91%	9%	22%
Female	182	171	94%	6%	16%
Male	211	185	88%	12%	28%
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	375	340	91%	9%	22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	240	217	90%	10%	11%
Homeless	182	163	90%	10%	21%
Socioeconomically Disadvantaged	353	320	91%	9%	21%
Students Receiving Migrant Education Services	30	25	83%	17%	24%
Students with Disabilities	39	30	77%	23%	13%

*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	110	NT	NT	NT	NT
Female	50	NT	NT	NT	NT
Male	60	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	103	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	90	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	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

We have many ways for parents to participate in our school community. We depend on parents to keep our programs running smoothly and to guide us to develop new ones to meet the needs of our children. Parents can join our School Site Council (SSC) to work with the administration and teachers to help make programs and financial decisions. Parents on SSC are voted in by the school community. School Site Council meets monthly on the second Tuesday of the month. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. All parents of English Learners are welcome to join the committee. The committee also focuses on resources that are available to English learner students. ELAC meets monthly on the Third Thursday of every month. Our Parent Teacher Organization (PTO) is very active and they encourage and welcome all parents to come to monthly meetings. The meetings are held on the Fourth Thursday of every month. Our PTO fundraises to support such things as incentives for attendance and PBIS, classroom resources, school beautification (e.g. school garden), and field trips. They also organize school events such as Las Posadas, movie nights, and dances. The PTO is also a crucial advocate for student achievement, school climate, and culture, and parent-community involvement.

During the 2020-2021 school year:

We asked all parents to attend Back-to-School Night in the Fall and Open House in the Spring to learn more about the school, curriculum, and classroom expectations. Our grade levels also provided parent educational/motivational nights (virtual or in-person). Our school is committed to collaborating with different community organizations to provide resources and information to school families. We worked with the NASA program, First Tee, Clinica de Salud, The Monterey Health Department, and Blue Zone Project. We also had Parent-Teacher conferences in Fall and Spring to provide important home-school communication on students' successes and students' needs. Parents were also invited to informal coffee virtual meetings with the principal monthly. Parenting support has been available through the Parenting Partners program (parents' connection with childhood program). Also, Parents had the opportunity to expand their computer skills in a series of training available online. Parents are also welcome to attend the CABE conference each year.

Natividad has a full-time parent coordinator who serves as a liaison between our parents, our school, and our community resources.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	704	699	96	13.7
Female	330	328	37	11.3
Male	374	371	59	15.9
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	1	20.0
Black or African American	1	1	1	100.0
Filipino	17	17	1	5.9
Hispanic or Latino	664	659	89	13.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	1	25.0
White	7	7	2	28.6
English Learners	474	473	48	10.1
Foster Youth	0	0	0	0.0
Homeless	351	348	62	17.8
Socioeconomically Disadvantaged	640	636	92	14.5
Students Receiving Migrant Education Services	54	54	6	11.1
Students with Disabilities	59	59	17	28.8

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	4.23	0.57	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	1.43	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	0.57	0.00
Female	0.30	0.00
Male	0.80	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	0.60	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	0.63	0.00
Foster Youth	0.00	0.00
Homeless	0.85	0.00
Socioeconomically Disadvantaged	0.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Natividad School has a fully surrounding security fence with electronically controlled access gates: 4 pedestrians and 3 vehicles – these gates remained locked during school hours. All visitors must enter through the main office when school is in session. Visitors are required to sign in at the front office with an iPad using the Swipe On program and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult on their Emergency contact list at the school office.

We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on the campus. Classified yard duty members and teachers on assigned recess duty use walkie-talkies to communicate with the office from the playground. All teachers and IA's have been given a radio. the radio is used for safety precautions. There is an intercom system and intercom telephones are located in each classroom. Improved door hardware was installed that allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus in the multipurpose room for breakfast, the library, or the playground for 15 minutes prior to the start of instruction at 7:50 a.m. Teachers or classified yard duty members supervise students during recesses. There is also a classified Playworks instructor available at every recess to guide structured play. Our school participates in the 2nd Chance Breakfast allowing the students to eat breakfast if they did not eat it before school. During the lunch period, classified staff and both site administrators provide supervision in the cafeteria. Classified staff supervises students as they get off the bus and are dropped off in the morning. We also provide supervision in front of the school where students board the buses at the end of the day. There is a crossing guard available in the morning and in the afternoon in front of the school to ensure students get across the street safely.

We review and revise our School Safety Plan annually and approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. There is a Safety Committee that meets monthly on the first Wednesday of the month to review and discuss the plan and procedures. A site administrator attends a monthly Safety Committee meeting at the district office. The plan is available in our school office. The safety plan is shared with school staff during staff meetings, with School Site Council during SSC meetings, and with ELAC during monthly meetings. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs/2 times annually); Intruder drill (A.L.I.C.E.) & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participated in the Great American ShakeOut earthquake drill which takes place each mid-October. The majority of Natividad staff have been trained on A.L.I.C.E procedures of how to respond to an active shooter situation.

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	23		4	
1	24		4	
2	24	2	2	
3	25		4	
4	28		3	
5	30		3	
6	34			3

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		4	
1	22		4	
2	23		4	
3	23	2	2	
4	33		3	1
5	29		3	
6	31		3	
Other	15	1		

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	25		4	
1	25		4	
2	21	2	2	
3	22	2	2	
4	31	1	2	1
5	33			1
6	28		3	
Other	12	2		

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	7137	770	6367	69464
District	N/A	N/A	8289	\$72,933
Percent Difference - School Site and District	N/A	N/A	-26.2	-4.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-28.0	-21.1

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

2021-2022:

Natividad school continues providing the following support:

1. IA's academic support in K-6th (small group instruction)
2. After-school academic intervention twice a week for one hour and a half (targeted students)
3. Afterschool enrichment programs: Dance club, Academic club (4th-6th grade students) Chess Club
4. Second chance breakfast

2020-21 Types of Services Funded

5. PBIS (Positive Behavior Interventions and Support)
6. Winter Session(ELL's).

2020-2021:

Natividad School received extensive state and federal funding to promote increased levels of student achievement. These monies were used to provide students with special programs and instruction above and beyond our base core programs. The areas we were continuously targeting were language arts, math, and English Language Development interventions, staff development, supplemental instructional materials, support personnel, and new technology. For example, every year, we provide academic intervention support after school for targeted students. Paraprofessional Assistants were available for Kinder to 6th grade to support classroom teachers with small group instruction. Students had also the opportunity to participate in after-school enrichment programs such as Dance Academy, school sports, Coding. In order to provide a safe school environment, we also implemented the PBIS program (Positive Behavior Interventions and Supports). Additional supervision was provided before school and after school every year. The Second Chance Breakfast was available for all students. Interpreters were also available for parent-teacher conferences to increase parent participation when needed.

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.

Professional Development

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
- 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

Professional Development

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-BASED PROFESSIONAL DEVELOPMENT:

2020-2021

- Olweus Bullying Prevention Program training for all new personnel
- Sexual Harassment training
- Dual Immersion training and support
- La Cosecha Conference
- MCOE workshops and training
- CPS training
- Safety Training
- Monthly Mini-PDs based on different topics provided by the Academic coach, teachers, and admin.
- Coaching Cycles
- CABE
- MTSS training
- PBIS training

2019-2020

- Olweus Bullying Prevention Program training for all staff members
- Sexual Harassment training
- A.L.I.C.E training refresher
- Dual Immersion
- CABE
- Technology Support
- Instructional Rounds
- The Cycle of Continuous Improvement PD
- Coaching Cycles
- CPS training
- Safety Training
- PBIS training

Our teachers attended staff development before school begins, throughout the school year as well as at the end of the school year. Dual Immersion Teachers are trained on Two-Way Dual Language. The major areas of staff development are language arts, math, and Academic English Language Development. On Thursdays, students are dismissed early and teachers use the time for grade-level collaboration meetings, planning, and staff development. Grade-level meetings are used to look at student achievement and identify instructional focus areas. Coaching Cycle training and support are available for all staff to assist them in teaching techniques, strategies, and how to support students in their classroom.

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. Rebecca 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.