

Prunedale Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Prunedale Elementary School
Street	17719 Pesante Rd.
City, State, Zip	Salinas, CA 93907-1508
Phone Number	(831) 663-3963
Principal	Melissa Lewington
Email Address	mlewington@nmcusd.org
School Website	https://www.nmcusd.org/prunedale
County-District-School (CDS) Code	27738256026447

2022-23 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
District Website Address	www.nmcusd.org

2022-23 School Overview

The staff, parents, and students of Prunedale School believe that all children can learn and succeed. We provide a well balanced, dynamic and quality education for our students in order to prepare them to be college and career ready. Our staff is dedicated to high academic standards, instilling the joy of life-long learning and ensuring a safe and nurturing environment for our students, staff, and families. We strive to create and maintain a positive school climate is essential in order to support our students' academic and social emotional learning which will prepare our students for academic success and opportunities now and in the future.

Prunedale School students are provided a rigorous academic program in all subject areas. Benchmark Advance is used for language arts instruction in all of our Transitional Kindergarten through 5th grade classrooms. Teachers are able to assign reading at each student's level while assuring that all students have access to grade level materials. Benchmark language arts programs provides students many opportunities to read and reread for multiple purposes. Classroom teachers utilize small group time to meet the individualized needs of students. Teachers determine those small group focus areas based on data to in order to remediate or accelerate student learning. Benchmark Adelante is used in our K-2 grade bilingual classrooms with a particular focus on the transfer of academic skills from Spanish to English. Students who are English Language Learners receive designated English Language Development (ELD) instruction daily at their proficiency level. Data from the ELPAC is utilized to determine focus areas for each level of English proficiency. In addition, teachers use integrated ELD strategies throughout all direct instruction and small group instruction. The ELD standards are taught in conjunction with the ELA curriculum and provides EL students with additional supports to enhance their understanding of grade level material. Math Expressions is the math program used for K – 5th grade students with a focus on essential standards. Math practice standards are a school-wide focus area and our teachers encourage their students to explain their thinking around math. Math fluency in all four basic operations is also a focus area for our students. A new science curriculum, Ampify, was adopted for the 22/23 school year. The students are excited and engaged to be exposed to the Next Generation Science Standards and the teachers are also able to utilize the "crosswalk matrix" of Amplify and Benchmark Advance curricula. A team of teachers and administrators also attended the 2022 AVID Summer Institute and we are incorporating AVID strategies such as interactive journals in different curricular areas. As an entire staff, we are working with our AVID site team and consultant to solidify these strategies and incorporate additional strategies. All 6th grade classes are now using 6th - 8th grade aligned curriculum for each core subject area. They use Benchmark for language arts, Go Math for math, TCI for social studies, and Amplify for science. All of these core instructional programs have an online component which enhances each student's learning experience and enables technology to be integrated throughout the school day.

2022-23 School Overview

Classroom teachers continue to integrate technology into daily instruction. Teachers have shown their creativity and innovation through incorporating many platforms in their classrooms to enhance instruction. Technology allows our students to express themselves in new and engaging ways. All students have chromebooks both in the classroom and one at home in order to continue learning at home. Teachers are able to assign specific lessons and monitor progress and provide feedback to students via various platforms; such as Google Classroom, Lexia and Let's Go Learn. Let's Go Learn and Lexia provide leveled instruction for each student and students are motivated to "level up" to improve their academic skills. Prunedale's Instructional Leadership Team (ILT) teacher leaders and Educational Technology leads are part of our school leadership structure focused on building capacity within our teacher teams. These teachers are taking a lead role during grade level collaboration time, professional development presentations and work with the entire staff to identify areas of improvement needed to enhance the academic outcome for all of our students. Students are also receiving 90 minutes of STEAM instruction weekly utilizing a push-in model. The STEAM team is a highly collaborative team of teachers and they are enhancing each students' educational experience by providing hands on opportunities to explore science, technology, art, drama, music, and even robotics during this push-in instruction.

We continue to the The Achievement Team process at each grade level to determine an academic area of focus and determine high leverage instructional strategies to improve student outcomes during post assessment opportunities. As a staff, we continue to focus on teacher clarity, collective teacher efficacy to improve academic outcomes for all students with a particular focus on our English Language Learners. The MTSS team works together weekly to identify students needing more academic and or emotional support. We are working with our academic intervention team and our mental health team to assign those supports and monitor each student's progress.

As a school site, we continue to focus on creating and sustaining strong relationships between all adults on campus and all students. School connectedness is an area of need and we understand that it continues to be a critical component to student success. Teachers have daily dedicated instructional time to focus on social emotional wellness and are quite creative to help this learning come alive using gratitude journals, restorative circles, class meetings and grade level weekly positive shout outs in the classroom and out. Teachers continue to use the Second Step curriculum daily as well as arts integration strategies to support all students. Teachers are building on skills that the students have learned and we continue to focus on self-regulation, motivation, and positive behavior inside the classroom, in all areas of the school and during the extended school day as well. We focus daily on our Six "Pelican Pillars" of being responsible, respectful, safe, caring, kind and hard working. We continue to have a very active Student Leadership Group supported by one of our classroom teachers. As a school site we are bringing back many Prunedale School traditions such as the Fall Festival, Monthly Student Celebrations, The Posadas, and Family Fun nights focused on reading, math, science and cooking! Prunedale is now a Blue Zone Certified School and has established a Garden Committee with primary goals of creating outdoor science focused learning spaces.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	86
Grade 2	95
Grade 3	93
Grade 4	93
Grade 5	91
Grade 6	83
Total Enrollment	637

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.4
Male	47.6
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.2
White	11.8
English Learners	53.8
Foster Youth	0.3
Homeless	24.8
Migrant	3.8
Socioeconomically Disadvantaged	83.4
Students with Disabilities	6.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	100.00	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	3.49	12115.80	4.41
Unknown	0.00	0.00	22.60	10.82	18854.30	6.86
Total Teaching Positions	27.00	100.00	209.60	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30		171			
Intern Credential Holders Properly Assigned	2		12			
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2		8			
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	34		191			

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	0.00	2
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	2

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

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

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

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

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advanced K-6/ Adelante K-3 Spanish	Yes	0%
Mathematics	CA CCSS Math Expressions K-5 2014 Gr. 6 Go Math!	Yes	0%
Science	K-6 Amplify Science	Yes	0%
History-Social Science	Harcourt-Reflections K-5 2007/Gr. 6, History Alive! The Ancient World	Yes	0%
Foreign Language	No foreign language offered in grades 3-6		0%
Health	Teacher developed health units		0%
Visual and Performing Arts	Arts Integration units		0%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Prunedale Elementary School has had the following work completed during the summer of 2022: 1) repairs and additions to play areas 2) plumbing and irrigation repairs; 3) erosion mitigation; 4) parking lot updates and repairs 5) removal excess and outdated furnishings and fixtures; 6) repairs and maintenance to buildings and facilities

Year and month of the most recent FIT report

5/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	13	N/A	10	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	347	97.47	2.53	27.09
Female	169	163	96.45	3.55	29.45
Male	187	184	98.40	1.60	25.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	307	299	97.39	2.61	24.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	48.78
English Learners	164	159	96.95	3.05	11.95
Foster Youth	0	0	0.00	0.00	0.00
Homeless	75	74	98.67	1.33	20.27
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	288	97.96	2.04	22.92
Students Receiving Migrant Education Services	15	15	100.00	0.00	40.00
Students with Disabilities	28	28	100.00	0.00	7.14

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	355	351	98.87	1.13	13.11
Female	168	166	98.81	1.19	8.43
Male	187	185	98.93	1.07	17.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	306	302	98.69	1.31	10.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	42	42	100.00	0.00	33.33
English Learners	164	164	100.00	0.00	4.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	75	74	98.67	1.33	12.16
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	294	291	98.98	1.02	10.65
Students Receiving Migrant Education Services	15	15	100.00	0.00	33.33
Students with Disabilities	28	28	100.00	0.00	7.14

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.1	NT	12.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	89	98.89	1.11	19.1
Female	44	43	97.73	2.27	16.28
Male	46	46	100	0	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	13.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	14	14	100	0	42.86
English Learners	34	34	100	0	2.94
Foster Youth	0	0	0	0	0
Homeless	16	16	100	0	25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	69	100	0	13.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are many opportunities for parents to get involved at Prunedale Elementary. The school has a Parent Teacher Group (PTO), an English Learner Advisory Committee, (ELAC) and a School Site Council (SSC). At this time all parent meetings are held virtually. Based upon parent input, some parents report that they prefer this type of meeting as it is easier to participate after a long work day. This year we have invited families to attend monthly student recognitions, family reading night, and family paint night. These events continue to be well attended and we look forward to the time where we will be able to welcome parents back on campus to volunteer in classrooms and be a more robust daily presence on our campus as in years past.

The School Site Council meets state and federal requirements. The membership includes five parents, three teachers, one classified staff, the Principal and the Assistant Principal. Members serve for two years and each member are selected by a group of their own peers. Meetings are held at least 5 times per year and parents elect a president, a vice-president and a secretary at the first meeting of the school year. One or more parents of English Learners are part of the School Site Council membership and all Prunedale School parents are welcome at these public meetings which are publicized on our school website and through the all call system. The School Site Council works together to align state and district Local Control and Accountability Plan (LCAP) school goals, the eight state priorities and the federal Single Plan for Student Achievement (SPSA) goals to meet the academic needs for all students. The School Site Council obtains recommendations from the English Language Advisory Committee regarding programs and services for English Learners and monitors the progress and achievement of all students, with a special emphasis on monitoring attendance data. All Prunedale School parents are invited to participate in district-wide meetings and any school committee even if they are not a "formal" member. The School Site Council and ELAC meetings continue to be held virtually this school year.

The majority of in person activities have been suspended due to the ongoing pandemic. We strive to reach out to our families through the virtual assemblies, meetings, parent/teacher conferences, both virtually and in person by appointment. We endeavor to collaborate with our families to support all of our students.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	670	659	374	56.8
Female	351	343	194	56.6
Male	319	316	180	57.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	3	3	3	100.0
Filipino	2	2	0	0.0
Hispanic or Latino	583	572	332	58.0
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	1	1	0	0.0
White	77	77	35	45.5
English Learners	369	361	197	54.6
Foster Youth	2	2	2	100.0
Homeless	161	158	95	60.1
Socioeconomically Disadvantaged	569	558	327	58.6
Students Receiving Migrant Education Services	27	27	9	33.3
Students with Disabilities	53	52	32	61.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.14	2.66	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.64	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	0.57	0.00
Male	2.82	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.60	0.00
English Learners	1.36	0.00
Foster Youth	0.00	0.00
Homeless	2.48	0.00
Socioeconomically Disadvantaged	1.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.66	0.00

2022-23 School Safety Plan

The administration, staff, parents, of Prunedale School recognize that all stakeholders in the school community have the right to a safe and secure campus. The teachers, staff and administration are fully committed to ensuring school safety and to creating a positive learning environment that teaches positive life values and emphasizes high expectations for student achievement, responsible behavior, and respect for others. School-wide expectations are reviewed with students annually in order to clarify expectations and make modifications as necessary. School expectations are posted throughout common areas of the school. Data collection of discipline incidents is in place and shared with staff in order to problem solve areas of need and suggest and implement areas for improvement. Daily morning announcements to all students incorporate the review of behavioral expectations.

Monthly assemblies, weekly shout outs, and ongoing recognition of good behavior, citizenship are established practices at Prunedale School. We work to continually enhance opportunities for students to be recognized and celebrated in order to enhance student and staff connectedness. We have a school-wide focus on attendance and acknowledge perfect attendance each trimester as part of our student celebrations. We also celebrate monthly best attendance for each grade level and provide on time tickets daily for students arriving on time. These are placed in a box and a weekly raffle is held as an additional student incentive. These celebrations continue to be held virtually due to the pandemic and we will pivot back to in-person celebrations as soon as it's safe.

Prunedale Elementary maintains an updated comprehensive school safety plan. The administration consults with parents and staff to enhance the safety plan yearly. We collaborate with the School Resource Officer (SRO) in our district. He has provided safety presentations to both students and families. Monthly safety drills are held for all students and outside agencies are consulted to enhance the safety of the campus and the readiness of the staff to respond to emergencies. An incident command team is in place and we continue to collaborate to ensure that this more comprehensive team that works together to respond to emergencies that might happen on campus. All of our staff members continue to be trained in areas of safety on campus. Both administrators continue to attend trainings at the county and district level to update resources and increase response readiness. Monthly safety drills have resumed and we are conducted after school drills as well to ensure that students in the after school programs are prepared in case of an emergency. Along with our mental health staff here at Prunedale and through the district office, we are more attentive than ever to the emotional and mental safety of our students, staff, and families. We provide ongoing services to students and staff as needed.

Elements of the Safety Action Plan:

1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
4. Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)
6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

11/30/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan

12/8/22: SSC reviewed data and provided recommendations for School Safety Plan

1/28/23: SSC Safety Plan Review and Approval

2/23/23: Board Approval

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	23		4	
2	24		3	
3	20	3	2	
4	31		3	
5	31		3	
6	24		3	
Other	24		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	24		4	
1	23		4	
2	23		3	
3	24		4	
4	32		2	
5	31		2	
6	31		3	
Other	26		1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	21		4	
2	24		4	
3	23		4	
4	23		4	
5	30		3	
6	28		3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,487	\$1,059	\$6,428	\$82,805
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-35.1	6.4
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-2.5	4.5

2021-22 Types of Services Funded

Prunedale Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Students who fail to meet grade-level academic benchmarks and/or demonstrate social, emotional or behavioral needs are provided interventions and supports within the classroom by the teacher. If progress is not realized, students are referred for TIER 2 (MTSS, Multi-Tiered System of Supports) meetings in which an action plan is developed to provide needed support. The TIER 2 meetings are comprised by Assistant Principal, School Psychologist, classroom teacher and other support staff depending on the needs of the student. If a student continues to struggle, they are then referred to the Student Success Team (SST) for further review. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents.

Intervention services, funded by Title I and other state and federal funds, are made available to struggling students in the form of small group instruction provided by credentialed teachers or Instructional Specialists. Supplemental curriculum which supports students with meeting grade level benchmarks is also purchased with these funds.

Teachers continue to enhance their professional skills by participating in various trainings such as English Language Development instructional strategies, arts integration trainings, and online opportunities to enhance knowledge and understanding of needs of each students.

Substitutes are hired for on and off site professional development such as Arts Integration, Acting Right training, Benchmark Advance training, Achievement Teams and English Learner strategies that support the site mission and goals. Substitutes are also hired to release grade levels for meetings which focus on academic planning and next steps for supporting students.

The Instructional Leadership Team (ILT) spends the majority of their time working on the progress of Achievement Teams. The ILT spends time guiding teams of teachers in the Achievement Teams system for which they are trained. They also look at data for the school in areas of academics, attendance, and behavior.

After-school Supplemental Support (ASES/NEST): Students receive targeted instruction in math and English via the following programs- Lexia, Lets Go Learn and I-READY.

Bilingual Instructional Aide and Student Intervention Program Assistant support staff work with small groups of students with lower English proficiency and literacy levels each week. Modeling of lessons, help with grouping, and support with materials is also provided.

Additional Staff and Supports include:

- An English Learner Specialist support students directly, as well as provide instructional support and training to teachers
- An Intervention Specialist provides instructional support and training to teachers and supports students directly.
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Stipends for site Educational Technology and Instructional Lead Teachers to guide pertinent work related to effective classroom instruction
- Addition of STEM and VAPA teachers

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,370	\$48,503
Mid-Range Teacher Salary	\$75,136	\$74,912
Highest Teacher Salary	\$103,541	\$100,321
Average Principal Salary (Elementary)	\$130,826	\$122,160
Average Principal Salary (Middle)	\$132,191	\$127,632
Average Principal Salary (High)	\$149,060	\$137,578
Superintendent Salary	\$204,023	\$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for staff is a priority at Prunedale Elementary School. Professional Development and training provided is selected by an analysis of student data and teacher needs with curriculum, program implementation, or with technology use for effective implementation of strategies or school-wide initiatives. This year's professional development has District professional development days and school-site training or grade level meetings. Staff has the opportunity to participate in professional development and training which has included topics such as using Google Classroom effectively, Lexia-Core 5, Let's Go Learn, Freckle Math, Arts Integration, effective student engagement strategies for all students, MTSS system, social emotional learning, Achievement Teams, and the use of technology to implement district adopted curriculum, ELD and EL support.

As a staff we are focused on professional development that supports our understanding of our English Learners and how to enhance instruction for our EL students during both designated and integrated ELD time. We are working in collaboration with district personnel to complete modules around reclassification, language acquisition, and focusing on instructional strategies that improve academic outcome for our EL students. Site administrators are collaborating with teachers during language review team meetings to identify students who are struggling and assigning them appropriate academic interventions. We are continuing to utilize ILPs (Individual Learning Plans) for each student in order to document services provided and monitor progress. The use of the ILPs has required dedicated attention to training teachers and support personnel to use these shared documents as a means of providing feedback and communication around each student. As a site we have focused on teacher clarity and collaborative teacher efficacy as two high leverage strategies to improve academic outcomes for all of our students.

Professional Development and trainings are being delivered by District Support Staff or Specialists, site administrators and program consultants or other providers that are working with the site and district on implementation of programs or systems. There are different opportunities given to staff on how they can receive support during the implementation of the different trainings, such as 1:1 coaching with a specialist or site administrator, modeling of strategies by specialists or site administrator, attend follow-up sessions offered on specific topics, and grade level team meeting follow-ups. Staff is encouraged to participate in professional development offered and also support systems for implementation. As part of our professional development focus for the 22-23 school year, all staff have participated in professional development led by Dr. Victor Rios focused on supporting At-Promise students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37