

Elkhorn Elementary

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	Elkhorn Elementary
Street	2235 Elkhorn Rd.
City, State, Zip	Castroville, CA 95012-9796
Phone Number	(831) 633-2405
Principal	Sandra Cuevas
Email Address	scuevas@nmcusd.org
School Website	https://www.nmcusd.org/elkhorn
County-District-School (CDS) Code	27738256026413

2021-22 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

2021-22 School Overview

Elkhorn Elementary School serves a rural, residential community in the northern section of North Monterey County Unified School District. Students who attend Elkhorn receive strong academics in all subject areas. Benchmark Advance is the language arts program is used in our Sheltered English Immersion (SEI) and our bilingual classrooms use Benchmark Adelante. Math Expressions is the math program used in all Kinder through 5th grade classrooms, while 6th grade students use the adopted Go Math! curriculum. Elkhorn School also provides forty-five minutes daily of English Language Development (ELD) for English Language Learners (ELs) and Benchmark ELD curriculum is used for instruction . The Multi Tiered Support System (MTSS) is used at Elkhorn which looks at the academic, behavioral and social emotional needs of students and plans are created in those areas if needed. Weekly MTSS meetings are held with a team that is made up of site and district staff.

Elkhorn School is proud of our collaborative efforts to increase student achievement. Staff members meet regularly to seek ways to improve our school programs and discuss effective instructional strategies that support student learning. Teachers also meet in grade level groups to examine student work, discuss instructional challenges, plan for small group instruction, devise strategies and develop action plans to meet our goals. Achievement Team process is used by grade level teams to analyze data, create SMART goals, select effective instructional strategies and modify small or whole group instruction as needed. Staff development and support is provided to all teachers on the Achievement Team process. Elkhorn also has Intervention and Enrichment support staff that work with students in small groups focusing on specific skills or to give them enrichment opportunities.

Elkhorn School provides structured Physical Education lessons 2 times a week by credentialed Physical Education teachers for all of Transitional Kinder through 6th grade students. STEM/VAPA lessons are also provided by 2 times a week for our Transitional Kinder-6th grade students. We also provide music lessons by a credentialed music teacher for 5th and 6th grade students who choose to participate in the school band. Our Transitional Kinder through 6th grade students also have the opportunity to be part of an after school program that offers daily academic and enrichment opportunities. Before and after school childcare is also offered to our families for Transitional Kinder through 6th grade students.

Elkhorn School's Vision for Learning is that our school is a safe, supportive, and innovative school community for ALL, where the possibilities are unlimited. Elkhorn School is a team of dedicated students, parents, staff and community members who share a collective responsibility to create a learning environment in which all students grow and succeed.

2021-22 School Overview

In order to create lifelong learners we envision a school where:

- * All students will learn the essential standards.
- * All students will develop appropriate social and problem solving skills.
- * Students academic, behavioral and emotional needs are being met.
- * Each child has a unique pathway to learning wherein we begin where they are and facilitate their progress toward reaching their fullest potential.
- * Students, staff, and parents communicate effectively and work cooperatively.
- * Students show respect toward themselves and others regardless of differences.
- * Teachers identify struggling learners and implement different teaching strategies as needed through collaboration.
- * Staff is committed to motivating, acknowledging and exciting all students in learning to meet their needs.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	66
Grade 2	92
Grade 3	94
Grade 4	100
Grade 5	95
Grade 6	98
Total Enrollment	625

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	89.6
Two or More Races	0.5
White	8.2
English Learners	52.5
Homeless	33.6
Socioeconomically Disadvantaged	85.8
Students with Disabilities	17.3

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>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	34

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0%

2021-22 Quality, Currency, Availability of Textbooks and Other 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 Advanced K-6/ Adelante K-3 Spanish	Yes	0%
Mathematics	CA CCSS Math Expressions K-5 2014 Gr. 6 Go Math!	Yes	0%
Science	McGraw-Hill Science K-5 2007 Gr. 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	Teacher developed health units and Arts Integration units		0%

School Facility Conditions and Planned Improvements

There is adult supervision at all times when students are present on the site. All playground equipment is approved for schools and regular maintenance of the equipment is done by our site custodial team or district facility team. All public access points are controlled, and visitors are directed to the office. Parents are informed of safety procedures and notices are posted in different locations of the school. Each classroom meets or exceeds the state's square footage requirement of 960 square feet, and there are adequate classrooms for the school's enrollment. Elkhorn has gone through modernization. All wiring and plumbing has been brought up to current code, and HVAC systems have been replaced. All restrooms are clean and inspected regularly. The school has a regular cleaning schedule, and the principal coordinates any additional cleaning and/or facility repairs that may be needed with the custodians or District Facility Maintenance Department. Solar panels are in the school parking lot to help with the energy cost. Hotspots were added to our school's parking lot in order to provide students and families internet/wifi access if needed during the school year for trainings or other activities that would required families or students to use technology.

Year and month of the most recent FIT report

5/26/2021

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	388	NT	NT	NT	NT
Female	180	NT	NT	NT	NT
Male	208	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	195	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	254	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	NT	NT	NT	NT
Students Receiving Migrant Education Services	19	NT	NT	NT	NT
Students with Disabilities	73	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	388	NT	NT	NT	NT
Female	180	NT	NT	NT	NT
Male	208	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	344	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	195	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	254	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	NT	NT	NT	NT
Students Receiving Migrant Education Services	19	NT	NT	NT	NT
Students with Disabilities	73	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.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
All Students	387	384	99.22%	0.78%	51.68%
Female	180	179	99.44%	0.56%	58.33%
Male	207	205	99.03%	0.97%	45.89%
American Indian or Alaska Native	2	2	100.00%	0.00%	50.00%

Asian	2	2	100.00%	0.00%	100.00%
Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	343	340	99.13%	0.87%	50.44%
Two or More Races	1	1	100.00%	0.00%	100.00%
White	33	33	100.00%	0.00%	57.58%
English Learners	194	191	98.45%	1.55%	36.08%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	127	127	100.00%	0.00%	45.67%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	332	329	99.10%	0.90%	49.10%
Students Receiving Migrant Education Services	17	17	100.00%	0.00%	35.29%
Students with Disabilities	77	74	96.10%	3.90%	15.58%

*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.

Let's Go Learn ELA Student Groups	Let's Go Learn ELA Total Enrollment	Let's Go Learn ELA Number Tested	Let's Go Learn ELA Percent Tested	Let's Go Learn ELA Percent Not Tested	Let's Go Learn ELA Percent At or Above Grade Level
All Students	387	384	99.22%	0.78%	23.00%
Female	180	179	99.44%	0.56%	22.78%
Male	207	205	99.03%	0.97%	23.19%
American Indian or Alaska Native	2	2	100.00%	0.00%	0.00%
Asian	2	2	100.00%	0.00%	50.00%
Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	343	340	99.13%	0.87%	22.45%
Two or More Races	1	1	100.00%	0.00%	0.00%
White	33	33	100.00%	0.00%	27.27%
English Learners	194	191	98.45%	1.55%	14.95%
Foster Youth	2	2	100.00%	0.00%	0.00%
Homeless	127	127	100.00%	0.00%	22.05%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	332	329	99.10%	0.90%	22.29%
Students Receiving Migrant Education Services	17	17	100.00%	0.00%	11.76%
Students with Disabilities	77	74	96.10%	3.90%	6.49%

*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	92	NT	NT	NT	NT
Female	34	NT	NT		
Male	58	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	79	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	64	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	18	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

At Elkhorn School parent engagement is important. We do have bilingual office personal and a community liason that does the outreach to our families. There are opportunities for parents to get involved at Elkhorn School. The school has a Parent Teacher Group (PTG), English Learner Advisory Committee (ELAC), and School Site Council (SSC).

The PTG at Elkhorn School is the group in charge of organizing fund raising activities. All parents are members of this group. Meetings are held throughout the year. Funding generated by the PTG supports classroom field trips and other class or school-wide activities. The ELAC meetings are held monthly and advises the SSC on programs and services for English learners. The Elkhorn SSC develops and recommends to the school district governing board the School Plan for Student Achievement, a school plan. The SSC is made up of school staff and parents. Each member is selected by their peers and members serve 3 years.

Our

Elkhorn School also has a website where important information is posted to keep parents informed of site protocols and procedures, and of upcoming events. There is also a District App that families are encouraged to download in order to get the most up to date school and district information and communications. Elkhorn also has a Facebook page which families are encouraged to refer to as another source of information. Monthly principal letters are sent out and also include upcoming events and/or reminders. Multiple parent trainings are offered throughout the year focusing on topics related to academics, social emotional, behavior and safety. Parents are encouraged to reach out to the school administrators if they are interested in becoming more involved.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	675	641	207	32.3
Female	307	291	91	31.3
Male	368	350	116	33.1
American Indian or Alaska Native	2	2	1	50.0
Asian	4	4	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	600	574	191	33.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	60	52	14	26.9
English Learners	382	372	147	39.5
Foster Youth	1	0	0	0.0
Homeless	221	219	89	40.6
Socioeconomically Disadvantaged	578	553	197	35.6
Students Receiving Migrant Education Services	39	38	19	50.0
Students with Disabilities	119	115	47	40.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.81	0.00	4.08	0.02	3.47	0.20
Expulsions	0.00	0.00	0.06	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	1.17	2.66	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Elkhorn Elementary provides a safe and positive learning environment for all students. We recognize that everyone in the school community has the right to a safe and secure campus. The school discipline plan is reviewed annually with students and parents for clarity and fairness. Elkhorn School staff has been trained and implements a positive behavior discipline system. Behavioral Concern Forms are tracked and support given to staff based on the data from the referrals. One of the components of MTSS is behavioral support, so the goal is to reduce behavior incidents and to focus on positive behavior instruction for students. Elkhorn's support team includes a school psychologist, behavior technician, social worker and school based mental health counselor who support students as part of the MTSS TIER 2. The TIER 2 team determines next steps on how to support students at the TIER 2 level. Supports may include counseling sessions or different support systems put in place for students provided by someone from the Elkhorn support team.

Monthly Student Recognition Assemblies focus on a character trait for the month. Teachers plan lessons that incorporate the character trait in the daily routines. Anti-bullying assemblies and other school wide and classroom anti-bullying activities are incorporated into the school day. Positive attendance plays a big role in how students perform academically and it's important that students feel safe and want to be at school. There are grade level and school wide goals for attendance. Students are recognized for perfect attendance along with other incentives which motivate students to want to come to school. Our Assistant Principal and Attendance Clerk meet with parents and teachers when there are any truancy concerns or issues related to attendance.

Elkhorn Elementary has an updated comprehensive school safety plan. The goals for the safety plan are developed using the information and data from the California Healthy Kids Survey that receives input from 5th grade students, school staff and parents. The safety plan is shared with staff and is approved by our SSC members. Our district is very fortunate to have a Student Resource Officer (SRO) who supports all the schools in the district. The SRO provides classroom presentations, visits with students during recess time and meets with individual teachers if requested. Elkhorn School works closely with the North Monterey County Fire Department and Monterey County Sheriffs' Department through the SRO to establish a district wide Emergency Operational Plan. The purpose of this plan is to ensure everyone from the school follows specific guidelines during an emergency which results in student safety. Elkhorn Staff has been trained on a variety of procedures, such as ALICE (active killer on campus) training, in order to be able to carry out the response plan. Teachers also have student accountability boards that help them keep track student locations when they are not in their classroom during an emergency. Emergency drills are practiced at the school.

In August of 2020, new school-wide safety procedures were implemented to make sure we were following the state and district COVID-19 safety guidelines. Daily sign-in sheets are to use to track who is coming on campus and when. Every person walking onto the school campus must sign-in and wear a face mask. Sign-in sheets are located at 2 entry points to our campus and also in each building space on site. Staff is required to sign-in at every building space they enter and wear a face mask while on campus. At the 2 school entry points, electronic thermometers check body temperature and if a person is wearing a face mask upon entering the campus. Also at the 2 entry points, hand sanitizer is available for whoever walks onto campus. Every staff member was also given a safety kit which included items such as hand sanitizer, disposable face masks and cleansing alcohol wipes to use as needed. All classrooms/buildings are cleaned daily and UV lights are used as part of the cleaning process.

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	20	2	4	
1	24		4	
2	23		4	
3	22		4	
4	32		3	
5	26	1	3	
6	20	2	3	
Other	8	1		

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	21	1	2	
1	23		4	
2	24		4	
3	23		4	
4	30		3	
5	31		3	
6	30		3	
Other	11	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		2	1
1	20	2	1	
2	22		4	
3	23		4	
4	30		3	
5	29		3	
6	41		2	1
Other	12	4		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,609	\$3,327	\$6,282	\$82,934
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	59.2	7.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-29.4	7.4

2020-21 Types of Services Funded

Elkhorn 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 meeting in which an action plan is developed regarding additional supports that will be provided. The TIER 2 meetings are comprised of the 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, Instructional Specialists and classified intervention staff. Supplemental curriculum which supports students with meeting grade level benchmarks is also purchased with these funds.

Substitutes are hired for on and off site professional development such as Arts Intergration, Acting Right training, Benchmark Advance training, Achievement Team 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.

Professional development days listed below are a combination of full and partial days available for the school year.

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	\$49,370	\$48,119
Mid-Range Teacher Salary	\$75,136	\$74,665
Highest Teacher Salary	\$103,541	\$98,160
Average Principal Salary (Elementary)	\$129,564	\$118,542
Average Principal Salary (Middle)	\$129,599	\$125,068
Average Principal Salary (High)	\$146,137	\$133,516
Superintendent Salary	\$194,859	\$194,199
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Professional Development for staff is a priority at Elkhorn 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 happened virtually for our 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.

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.

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	38	37	37

North Monterey County Unified 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	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

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	2490	NT	NT	NT	NT
Female	1212	NT	NT	NT	NT
Male	1278	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2227	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	215	NT	NT	NT	NT
English Learners	1005	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1330	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2103	NT	NT	NT	NT
Students Receiving Migrant Education Services	118	NT	NT	NT	NT
Students with Disabilities	287	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	2490	NT	NT	NT	NT
Female	1212	NT	NT	NT	NT
Male	1278	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	2227	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	215	NT	NT		NT
English Learners	1005	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	1330	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2103	NT	NT	NT	NT
Students Receiving Migrant Education Services	118	NT	NT	NT	NT
Students with Disabilities	287	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.

*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.

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