

Prunedale Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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	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

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

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 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. In addition, teachers use integrated ELD strategies throughout the instructional day. 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.

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.

Classroom teachers are integrating technology into daily instruction more than ever before. 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 their learning at home. Many Prunedale teachers use Google Classroom which enables the

2021-22 School Overview

teachers and students to collaborate and communicate with each other. Teachers are able to provide real time feedback to students on their submitted assignments. Students also use Lexia, Freckle, Let's Go Learn and other internet based programs to enhance reading language arts and math instruction. 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 STEM and VAPA instruction utilizing a push-in model.

We continue to utilize parts of the The Achievement Team process to focus on student attendance and engagement data in order to determine instructional strategies to enhance student connectedness to school. 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 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.

We understand that creating and sustaining strong relationships between teachers and students and their families is a critical component to student success this year more than ever as we return to full-time in-person instruction after more than one year of distance and hybrid learning. 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 other resources 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. In September 2021, we conducted a student interest survey for our 5th and 6th grade students to gather input about such topics as recess and lunchtime activities, facility improvements needed and to determine their interest in participating in a Student Leadership Group. The students who indicated interest were then invited to work with one of our classroom teachers weekly during their lunch time to develop Spirit Weeks which are almost entirely student-led. We plan on conducting additional student surveys from our lower grades in order to understand their needs as well. To support all of our students, our counseling and mental health team members continue to provide Tier 1 activities and supports in the classrooms and Tier 2 supports such as lunch bunch and student social skills groups for Tier 2 students requiring more support.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	93
Grade 2	93
Grade 3	96
Grade 4	95
Grade 5	94
Grade 6	94
Total Enrollment	661

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.2
White	13.2
English Learners	47.4
Foster Youth	0.2
Homeless	30.1
Socioeconomically Disadvantaged	81.4
Students with Disabilities	6.5

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)	27
Intern Credential Holders Properly Assigned	1
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	28

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 (2019)	Yes	0%
History-Social Science	Harcourt-Reflections K-5 2007 Gr. 6 History Alive The Ancient World (2019)	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%

School Facility Conditions and Planned Improvements

Prunedale Elementary was constructed in 1949. Building improvements and new construction have been made to improve the campus.

In addition, modernization projects have upgraded facilities to meet the changing needs of the school. A brand new front office facilitates entry and exit to the school. This enables the front office staff to monitor visitors to school, ensure they sign in and out and provides another layer of safety for our campus. The office upgrade has helped present a more professional entry to the school and our front office staff is able to welcome and assist parents quickly and efficiently. The office upgrade and new fencing has also enhanced the safety of Prunedale School. New signage has also improved the look of the school with a more colorful and updated school mascot.

Prunedale School provides all of our students the proper classroom space and facilities necessary for an effective and safe learning environment. We have enlarged the outdoor eating area for both students and staff. In addition, there are outdoor tables throughout the playground which can be used for eating and outdoor instruction as needed. Our school provides children adequate playground equipment and play fields for safe recreational activities. The playground facilities are updated and replaced as needed. We continue to upgrade playground equipment, including giant games to give students various play options during their free time. Students are encouraged to share their playground enhancement ideas with teachers, campus supervisors, and school administrators. The shade structure is enjoyed by all the students. The openness of the playground enhances safety and security for the students. There are two large solar panels on the playground which not only provides green energy for the school but will also provide additional shade structure for the students during hot days. Staff and students enjoy the outdoor display cases to show off their work. The students enjoy spending time in the garden area and help maintain and enhance it. At least once per year, parents, students, and community members are invited to a garden beautification day. Grade levels are participating in weekly clean-up of school grounds. The school is cleaned and maintained daily by three full time custodians and new equipment has been provided to all custodial staff. Administrators work with custodians to ensure that all areas of the school are safe and clean.

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	382	NT	NT	NT	NT
Female	183	NT	NT	NT	NT
Male	199	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	315	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	57	NT	NT	NT	NT
English Learners	154	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	204	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	305	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	31	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	382	NT	NT	NT	NT
Female	183	NT	NT	NT	NT
Male	199	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	315	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	57	NT	NT	NT	NT
English Learners	154	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	204	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	305	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	31	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	378	333	88.10%	11.90%	53.44%
Female	183	165	90.16%	9.84%	56.83%
Male	195	168	86.15%	13.85%	50.26%
Black or African American	3	3	100.00%	0.00%	66.67%

Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	313	273	87.22%	12.78%	49.52%
Native Hawaiian or Pacific Islander	4	2	50.00%	50.00%	0.00%
White	55	52	94.55%	5.45%	80.00%
English Learners	152	128	84.21%	15.79%	34.21%
Homeless	101	87	86.14%	13.86%	49.50%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	302	264	87.42%	12.58%	49.67%
Students Receiving Migrant Education Services	14	12	85.71%	14.29%	64.29%
Students with Disabilities	34	28	82.35%	17.65%	17.65%

*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	378	321	84.92%	15.08%	28.57%
Female	183	155	84.70%	15.30%	28.96%
Male	195	166	85.13%	14.87%	28.21%
Black or African American	3	3	100.00%	0.00%	33.33%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	313	261	83.39%	16.61%	25.24%
Native Hawaiian or Pacific Islander	4	2	50.00%	50.00%	0.00%
White	55	52	94.55%	5.45%	49.09%
English Learners	152	123	80.92%	19.08%	19.08%
Homeless	101	84	83.17%	16.83%	25.74%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	302	253	83.77%	16.23%	24.17%
Students Receiving Migrant Education Services	14	14	85.71%	14.29%	28.57%
Students with Disabilities	34	27	79.41%	20.59%	8.82%

*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	96	NT	NT	NT	NT
Female	47	NT	NT		
Male	49	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	52	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	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

There are 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 School 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	685	674	158	23.4
Female	357	348	81	23.3
Male	328	326	77	23.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	1	25.0
Filipino	2	2	0	0.0
Hispanic or Latino	580	570	141	24.7
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	1	1	0	0.0
White	92	91	13	14.3
English Learners	337	336	80	23.8
Foster Youth	1	1	1	100.0
Homeless	204	203	66	32.5
Socioeconomically Disadvantaged	557	547	143	26.1
Students Receiving Migrant Education Services	30	30	5	16.7
Students with Disabilities	53	51	16	31.4

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	0.71	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	1.14	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

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.

We continue to follow updated state, county, and district safety procedures to ensure that all of our staff and students are safe and healthy. Daily sign-in sheets, temperature checks and daily wellness reports are conducted by all employees that come on campus. We ensure that all people sign-in and are wearing a face mask. Each employee has been given a safety kit that includes items such as hand sanitizer, disposable face masks and cleansing alcohol wipes to use as needed. Physical spaces have been modified as well to ensure social distancing for staff and students that are on campus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	23		4	
2	22	1	4	
3	19	4	1	
4	31		2	1
5	25		3	
6	33			3

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		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	

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	\$7,860	\$947	\$6,912	\$87,120
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	67.8	12.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-20.0	12.3

2020-21 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. 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

There are many opportunities for Prunedale School staff to participate in professional development. PD continues to focus on enhancing knowledge and instructional strategies around serving the needs of our English Learner student population. District and site technology and arts integration specialists continue to provide ongoing opportunities for teachers to improve their technology skills in order to create engaging lessons for their students. After more than one year of distance and hybrid learning, teachers are more willing to try new instructional strategies to meet the academic and emotional needs of their students. Many of the platforms such as; Let's Go Learn, Lexia, Freckle, and Benchmark Universe provide additional resources for teachers which enable to use each platform fully.

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 beginning 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.

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 Student 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.