

Castroville 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	Castroville Elementary School
Street	11161 Merritt St.
City, State, Zip	Castroville, CA 95012-3498
Phone Number	831.633.2570
Principal	Erica Lee
Email Address	erica_lee@nmcusd.org
School Website	https://www.nmcusd.org/castroville
County-District-School (CDS) Code	27 73825 6026397

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

School Description:

Castroville Elementary School serves students in a multicultural, multilingual community in the heart of Castroville. The TK-6th grade school reflects the strong sense of community associated with being located in a small, rural city. Teachers and parents work closely together to meet both the academic and social-emotional needs of students. The Castroville staff is committed to preparing students to be successful, lifelong learners who are caring, productive citizens. The focus is on providing a rigorous academic program that prepares students to become college and career ready. Teachers and staff do this by focusing on both the academic and social-emotional development of students.

Castroville School offers a Dual Language program for Spanish speakers in grades TK-3. The program will continue to expand through 6th grade to support students both with instruction in English, and in graduating from North Monterey County High School with the Seal of Biliteracy.

The school offers an expanded learning program called the NEST, which stands for Nurture, Educate, Socialize and Thrive. Students attending the NEST are supported from 6:00 a.m. to 6:00 p.m. They are provided with academic intervention as well as enrichment opportunities in areas such as art and physical activities. Students in grades 4-6 have the opportunity to participate in Student Council; and there is a band program open to all students in grades five and six.

Classroom teachers at Castroville Elementary previously infused technology into daily instruction. Since the transition from distance learning back to in person instruction due to the COVID pandemic, every student has been issued a device in order to fully participate in school activities (such as virtual assemblies and family nights) from home. Additionally, families without reliable wifi access have been provided with hotspots to ensure learning is uninterrupted. In addition to the online components embedded into our core curricular programs - such as Benchmark Advance for ELA for K-6, and GoMath and Amplify Science for 6th graders - Teachers use programs/assessments such as Google Classroom, Lexia, Let's Go Learn, Freckle Education, and Seesaw to enhance the curriculum.

Castroville Elementary teachers are aware of the unique needs of their students, and differentiate instruction to meet the varying levels of need. When students require additional academic support, or more social-emotional support, teachers work with the school's Multi Tiered Systems of Supports (MTSS) team to identify how best to help them succeed. This team consists of school administration, general and special education teachers, school psychologist and psychologist intern, licensed social

2021-22 School Overview

worker, and behavior specialists.

School Mission:

Our mission is to prepare our students to be successful, lifelong learners who are caring, productive citizens in our community and world.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	88
Grade 2	89
Grade 3	95
Grade 4	75
Grade 5	91
Grade 6	88
Total Enrollment	626

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Filipino	0.2
Hispanic or Latino	96.3
Two or More Races	0.5
White	3
English Learners	57.5
Homeless	36.1
Socioeconomically Disadvantaged	91.9
Students with Disabilities	5.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	28
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	29

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	1
Total Teachers Without Credentials and Misassignments	1

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)	3.5%
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 Grade 6 Go Math!	Yes	0%
Science	McGraw-Hill Science K-5 2007 Grade 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 units		0%
Visual and Performing Arts	Arts Integration units		0%

School Facility Conditions and Planned Improvements

Castroville Elementary School was constructed in 1948. The site has undergone ongoing improvements, facility upgrades, and new construction to meet the changing needs of the community. Students are provided with the proper classroom, playground, and other facilities for a safe and effective learning environment. There is a full-time custodian on site daily, as well as two additional afternoon/evening custodians to ensure that facilities are clean and functioning properly.

Some recent improvements to the school include:

- Upgrading the fire panel to ensure accurate monitoring of the campus's fire protection system
- Installation of four outdoor water bottle refill and hand washing stations to provide safe access to drinking water and allow students to wash their hands after playing outdoors
- Remodel of former PC lab and adjacent break room to create a secondary staff workroom and lounge; this allows for social distancing of staff to promote health and safety
- Installation of bi-polar ionization HVAC filtration system and air purifiers campus wide
- Deteriorating sections of rain gutters were replaced to improve drainage and enhance safety
- A wall was added to Room 19 to create a separate workspace for newly hired STEM and VAPA teachers
- Addition of a food service kiosk provided a second location from which to serve breakfast and lunch while promoting social distancing of students
- Addition of a "comfort room" in order to isolate students who exhibit Covid symptoms and prevent possible transmission to other students and/or staff

Upcoming enhancements include:

- HVAC upgrades to older classroom/office buildings
- Replacement of play structure on the front playground

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	353	NT	NT	NT	NT
Female	173	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	204	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	248	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	23	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	353	NT	NT	NT	NT
Female	173	NT	NT	NT	NT
Male	180	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	NT	NT	NT	NT
English Learners	204	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	248	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	324	NT	NT	NT	NT
Students Receiving Migrant Education Services	25	NT	NT	NT	NT
Students with Disabilities	23	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	350	347	99.14%	0.86%	55.43%
Female	171	170	99.42%	0.58%	54.39%
Male	179	177	98.88%	1.12%	56.42%
Hispanic or Latino	338	335	99.11%	0.89%	54.44%

White	12	12	100.00%	0.00%	83.33%
English Learners	202	201	99.50%	0.50%	39.60%
Homeless	123	121	98.37%	1.63%	52.03%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	322	319	99.07%	0.93%	53.73%
Students Receiving Migrant Education Services	23	23	100.00%	0.00%	52.17%
Students with Disabilities	29	29	100.00%	0.00%	6.90%

*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	350	345	98.57%	1.43%	31.43%
Female	171	168	98.25%	1.75%	30.41%
Male	179	177	98.88%	1.12%	32.40%
Hispanic or Latino	338	333	98.52%	1.48%	31.07%
White	12	12	100.00%	0.00%	41.67%
English Learners	202	199	98.51%	1.49%	21.78%
Homeless	123	120	97.56%	2.44%	31.71%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	322	317	98.45%	1.55%	30.12%
Students Receiving Migrant Education Services	23	23	100.00%	0.00%	34.78%
Students with Disabilities	29	28	96.55%	3.45%	3.45%

*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	91	NT	NT	NT	NT
Female	51	NT	NT		
Male	40	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	89	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	56	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	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

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

The Administration, teachers, and staff at Castroville Elementary School believe that parents have an integral role in their children's education. Parents are welcome and encouraged to participate in school committees and activities. Some of the ways parents can become involved include:

School Site Council (SSC)

School Site Council membership is open to all members of the Castroville School community. Representatives and Officers are elected by the school community, and serve a two-year term (except for the Principal, who is a permanent member of the council). This group - made up of parents, teachers, support staff, and school administration - is responsible for annually updating and approving the School Plan for School Achievement, as well as approving budgets, the safety plan, and supplemental educational programs to improve student achievement.

Parent Teacher Club (PTC)

This active parent organization focuses on student-centered fundraising and community-building activities. Participation is open to the entire school community, and officers are elected annually. Funds generated by the PTC are allocated for things such as field trips, school wide activities, classroom and enrichment supplies for teachers, playground equipment, and the Reading is Fundamental program, which provides free book to students multiple times each year. Some of the events sponsored by our PTC include: Spring Carnival, Movie Nights, Family Nights, as well as other fundraisers throughout the school year.

English Learner Advisory Committee (ELAC)

This committee is open to all members of the school community, and meets monthly to discuss topics of interest to parents of English Learners. Some topics of discussion include bilingual education and literacy, state English proficiency testing, the importance of attendance, and ways that parents can support their children's education. Parent representatives from this committee also attend the District English Learner Advisory Committee (DELAC).

Volunteer Opportunities

Currently, volunteer opportunities are limited due to restricted school access because of the Covid-19 pandemic. Historically, parents at Castroville Elementary School have been encouraged to share their time and talents. We look forward to the time when we can welcome them back on campus to volunteer in the classroom, as field trip chaperones, and at various school wide events such as the Halloween Carnival, movie nights, and Spring Carnival.

Parent Communication

The school utilizes multiple methods of communication with parents to ensure that they are aware of opportunities for participation as well as upcoming school events. With the recent transition from distance back to in-person learning, we are relying more on electronic means to communicate with families. Methods of parent communication include: school website and social media accounts; electronic marquee in front of school; targeted automated phone calls, emails, district app messages and texts; fliers and newsletters sent home. We also rely on our parent groups, such as PTC, SSC and ELAC, to help with communication to families. Parents who wish to be involved in supporting school activities are encouraged to reach out to their child's teacher, or contact the school office directly. The Principal and Assistant Principal are also available to assist parents.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	648	91	14.0
Female	342	332	40	12.0
Male	327	316	51	16.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	640	621	86	13.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	24	22	4	18.2
English Learners	393	388	48	12.4
Foster Youth	1	1	1	100.0
Homeless	237	234	39	16.7
Socioeconomically Disadvantaged	610	595	85	14.3
Students Receiving Migrant Education Services	50	49	5	10.2
Students with Disabilities	43	42	7	16.7

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	0.30	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	0.14	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 goal at Castroville Elementary School is to provide a safe and secure learning environment for students. The site's Comprehensive School Safety Plan is reviewed annually by the School Site Council and Safety Committee along with Law Enforcement and First Responders. The school's current Safety Plan was approved in February of 2021. The goals of the Safety Plan are developed using data from student and family surveys. Additional data related to students' social emotional well being, attendance and behavior/suspension rates is also included.

Castroville Elementary has adopted a set of school wide standards for behavior and discipline based on the PBIS system of encouraging and recognizing positive student behavior. A Multi-Tiered System of Supports (MTSS) model is used for identifying students who may need additional support with academics or behavior/social-emotional support. The MTSS team (which includes school administration, general and special education teachers, school psychologist and psychologist intern, licensed social worker, and behavior specialists) regularly review student academic, behavior and attendance data, as well as respond to requests for support from teachers, and work with them to design a support plan. The goal is to decrease the number of office referrals by encouraging positive behavior and providing academic and/or social-emotional support to students demonstrating a need. The full time Behavior Technician works with school administration, teachers, students and their families, to help establish positive relationships and modify negative behaviors. The current full time School Based Mental Health Counselor supports and helps students' social-emotional development. This enables students (and teachers) to feel successful.

Regular school wide safety drills are conducted under the guidance of the school safety committee and in consult with the School Resource Officer. Additionally, the administration and staff of Castroville Elementary have worked closely with the school district and county first responders to implement a district wide Emergency Operational Plan. School staff have received training in the ALICE safety response protocol, and an Emergency Response Team has been identified to coordinate the response in the event of an emergency. Ongoing training of the Emergency Response Team and entire staff is provided with the assistance of the School Resource Officer and District leaders. Our district has also adopted a Threat Assessment and Response protocol which helps maintain a safe environment.

Castroville Elementary School follows COVID-19 safety and protocol guidelines provided by the California Department of Education (CDE) and the California Department of Public Health (CDPH).

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	3	
1	24		4	
2	23		3	
3	23		4	
4	29		3	
5	31		3	
6	30		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	23		4	
1	27		3	1
2	24		4	
3	25		3	
4	30		3	
5	30		3	
6	32		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	22	1	4	
1	22	1	3	
2	22		4	
3	24		4	
4	25		3	
5	30		3	
6	29		3	

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	\$7,213	\$827	\$6,386	\$79,656
District	N/A	N/A	\$3,412	\$76,984
Percent Difference - School Site and District	N/A	N/A	60.7	3.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-27.8	3.3

2020-21 Types of Services Funded

Some of the programs and services that support students include:

- Increased funding for the Expanded Learning Program to increase enrollment and open it to students at all grade levels and provide academic intervention and enrichment outside of school hours
- An English Learner Specialist is shared with another school site to support students directly, as well as provide instructional support and training to teachers
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Stipends for site Tech and Math Lead Teachers to guide pertinent work related to effective classroom instruction
- Stipend for teachers to lead Student Council
- Addition of two support teachers for Intervention and Enrichment
- Addition of STEM and VAPA teachers
- Funding for a classified Student Intervention Program Assistant

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

With the transition to distance learning in the spring of 2020, professional development (PD) for the 2020-2021 school year focused on supporting teachers in delivering effective and engaging lessons during distance learning. Two major themes emerged, these were (1) Mitigating Learning Loss and (2) Strategically using technology to support student learning and assessment. Every Monday, two hours of teachers' daily schedule were dedicated for "drop in" PD. During this time, teachers could attend live distance learning support sessions provided by our district Educational Services team; or they could select pre-recorded, self-paced sessions on a variety of topics via our online training platform, Frontline. This time was also used to offer teachers training and support in utilizing the various online programs utilized to provide differentiation and intervention to students, such as Lexia Reading Core 5 and Power Up, Freckle Math and SeeSaw. Time during bi-monthly staff meetings was also set aside for PD around topics relevant to the specific needs of our school community.

Additional focus areas in 2020-2021 Included:

- Working with Advanced Collaborative Solutions around teacher clarity and Achievement Teams via virtual training sessions for site administration and the site leadership team
- Training teachers to administer and review data from Let's Go Learn assessments to determine students' instructional levels and how to provide intervention support based on the data
- Continuing the focus on the use of Arts Integration strategies to engage students

For the 2021-2022 school year, professional development at the school site level has been focused on supporting teachers' understanding that, because of school closures and the pandemic, students are not only behind academically, but also a year or more behind with regard to their social emotional development. Training will continue around supporting English Learners; as well as teacher clarity and Arts Integration.

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.