

Elkhorn Elementary

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

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

2022-23 School Overview

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	67
Grade 2	64
Grade 3	79
Grade 4	84
Grade 5	100
Grade 6	91
Total Enrollment	558

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.5
White	7.2
English Learners	60.4
Foster Youth	0.2
Homeless	33.0
Migrant	4.8
Socioeconomically Disadvantaged	85.1
Students with Disabilities	15.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	82.85	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	10.28	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	3.49	12115.80	4.41
Unknown	1.90	6.84	22.60	10.82	18854.30	6.86
Total Teaching Positions	29.00	100.00	209.60	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32		171			
Intern Credential Holders Properly Assigned	0		12			
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2		8			
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	34		191			

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2
Misassignments	1.90	0
Vacant Positions	0.00	0
Total Teachers Without Credentials and Misassignments	2.90	2

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.60	0

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

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

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

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

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

School Facility Conditions and Planned Improvements

Elkhorn Elementary School has completed the following work during the summer of 2022: 1) playground updates; 2) solar project work; 3) remodel of restrooms; and 4) parking lot updates.

Year and month of the most recent FIT report

5/26/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	10	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	350	347	99.14	0.86	28.82
Female	162	161	99.38	0.62	36.02
Male	188	186	98.94	1.06	22.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	312	310	99.36	0.64	28.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	33.33
English Learners	187	186	99.47	0.53	15.05
Foster Youth	0	0	0.00	0.00	0.00
Homeless	106	104	98.11	1.89	18.27
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	315	312	99.05	0.95	26.28
Students Receiving Migrant Education Services	16	16	100.00	0.00	0.00
Students with Disabilities	64	63	98.44	1.56	15.87

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	349	346	99.14	0.86	9.54
Female	161	160	99.38	0.62	6.88
Male	188	186	98.94	1.06	11.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	311	309	99.36	0.64	9.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	0.00
English Learners	187	186	99.47	0.53	5.91
Foster Youth	0	0	0.00	0.00	0.00
Homeless	106	104	98.11	1.89	5.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	314	311	99.04	0.96	8.36
Students Receiving Migrant Education Services	16	16	100.00	0.00	6.25
Students with Disabilities	64	63	98.44	1.56	4.76

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.2	NT	12.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	87	98.86	1.14	9.2
Female	43	43	100	0	13.95
Male	45	44	97.78	2.22	4.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100	0	8.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	44	100	0	0
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	6.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	96%	96%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	577	240	41.6
Female	273	262	113	43.1
Male	324	315	127	40.3
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	1	33.3
Black or African American	1	1	0	0.0
Filipino	4	4	2	50.0
Hispanic or Latino	534	514	210	40.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	41	41	21	51.2
English Learners	359	346	131	37.9
Foster Youth	3	3	1	33.3
Homeless	187	185	69	37.3
Socioeconomically Disadvantaged	522	505	214	42.4
Students Receiving Migrant Education Services	33	30	8	26.7
Students with Disabilities	105	104	60	57.7

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.17	2.66	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.17	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17	0.00
Female	0.00	0.00
Male	2.16	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	0.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.88	0.00
English Learners	1.11	0.00
Foster Youth	0.00	0.00
Homeless	0.53	0.00
Socioeconomically Disadvantaged	1.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.95	0.00

2022-23 School Safety Plan

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

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

Elkhorn Elementary has an updated comprehensive school safety plan. The goals for the safety plan are developed using the information and data from the California Healthy Kids Survey that receives input from 3rd through 6th grade students, school staff and parents. The safety plan is shared with staff and is approved by our SSC members. Our district is very fortunate to have a Student Resource Officer (SRO) who supports all the schools in the district. The SRO provides classroom presentations, visits with students during recess time and meets with individual teachers if requested. Elkhorn School works closely with the North Monterey County Fire Department and Monterey County Sheriffs' Department through the SRO to establish a district wide Emergency Operational Plan. The purpose of this plan is to ensure everyone from the school follows specific guidelines during an emergency which results in student safety. Elkhorn Staff has received training in order to be able to carry out the emergency response plan. Teachers also have student accountability boards that help them keep track student locations when they are not in their classroom during an emergency. Emergency drills are practiced at the school.

Elements of the Safety Action Plan:

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

12/15/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan

1/17/23: SSC reviewed data and provided recommendations for School Safety Plan

2/7/23: SSC Safety Plan Review and Approval

2/23/23: Board Approval

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	23		4	
2	24		4	
3	23		4	
4	30		3	
5	31		3	
6	30		3	
Other	11	4		

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	2	
1	13	3	2	
2	13	4	1	
3	16	2	3	
4	21	1	3	
5	20	2	3	
6	23	1	3	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,732	\$3,935	\$5,797	\$83,222
District	N/A	N/A	\$9,164	\$77,638
Percent Difference - School Site and District	N/A	N/A	-45.0	6.9
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-12.9	5.0

2021-22 Types of Services Funded

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

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

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

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

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

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

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

Additional Staff and Supports include:

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

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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

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

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