Salinas City Virtual Academy

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Salinas City Virtual Academy
Street	1210 Tyler Street
City, State, Zip	Salinas, CA 93906
Phone Number	831-753-5677
Principal	Erika Tumminelli
Email Address	etummine@salinascity.k12.ca.us
School Website	https://salinascityesd.org/scva
County-District-School (CDS) Code	27 66142 0140913

2023-24 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	831 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website	https://salinascityesd.org/

2023-24 School Description and Mission Statement

Welcome to The Salinas City Virtual Academy. Our school currently supports 112 students in grades K-6th. We have 6 General Education classes with 5 of our students receiving RSP services. Our staff is dedicated to our Mission statement of; providing students the option to demonstrate their knowledge and learn skills in an innovative, inclusive, and individualized way. The Salinas City Virtual Academy personalizes learning, uses targeted instruction to guide students to find solutions to academic problems. Students at SCVA develop 21st-century skills that they can take with them on their journey to being productive global citizens and critical members of our community.
We have three main goals at SCVA, 1. help ALL students develop the knowledge and skills needed to become productive members of society; 2. Foster human connectedness in an online environment while encouraging parent and community involvement; 3. Increase student achievement through developing learners who are Compassionate, Critical Thinkers, Communicators, Collaborators, and Citizens that are Creative.

We have a part-time academic coach who supports our teachers in their planning and instruction. Our coach works closely with the school administration to create professional development that support new teachers. We have a site-funded science teacher who provides STEAM Science Labs (virtual and in-person to students weekly). We have a part-time MTSS teacher who provides small group instruction and supports para-educators with creating lessons and activities for students. All students have a district Chromebook and participate in vocal music, physical education, and have the opportunity to attend field trips and in-person monthly events put on by the SCVA staff. Our teachers have participated in online enrichment activities through Monterey Arts Council and The Boy and Girls Club. English Learners receive at least 30 minutes of designated English Language Development.

We have implemented Positive Behavior Intervention and Support (PBIS) school-wide. Teachers are on our school and district PBIS teams and have worked hard to create a warm culture and climate at SCVA. All staff, students and family members are expected to be responsible, respectful, and ready to learn. Teachers give out PBIS Reward Points to students who are following our three school-wide expectations throughout the school day. Our school also has behavior interventions including Olweus anti-bullying curriculum, Check in Check Out mentors, Sticks and Stones Counseling, and district counseling services (individual and group-based).

Our school has created clubs for students to join. Currently, we have a Student Council Leadership, Robotics, 3D Printing, Art, Sign Language, and Newspaper. The student leaders are given opportunities to have a voice at our school site.

2023-24 School Description and Mission Statement

At SCVA we believe students, parents, and school staff must work together if we want to meet the needs of every child. Through interest and involvement, the school community models the importance of school, learning, and establishing high academic and behavioral standards. We take pride in the number of parent volunteers we have in our first year as a school. We have a strong PTO that has run a number of fundraisers and promoted parent involvement. We have a dedicated group of parents and staff that serve on the School Site Council and regularly attend the business meetings of the school where we work together to develop, assess, and refine the school plan.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	18
Grade 2	32
Grade 3	30
Grade 4	16
Grade 5	33
Grade 6	29
Total Enrollment	170

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Asian	1.8%
Filipino	1.8%
Hispanic or Latino	91.2%
White	5.3%
English Learners	40.6%
Homeless	38.8%
Migrant	2.9%
Socioeconomically Disadvantaged	77.6%
Students with Disabilities	4.1%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned			10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			11.00	2.99	12115.80	4.41
Unknown			6.00	1.63	18854.30	6.86
Total Teaching Positions			368.40	100.00	274759.10	100.00

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)	4.00	30.77	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.00	69.23	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	13.00	100.00	374.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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		7.00
Misassignments		2.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		9.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)		15.3
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2018 (English) April 13, 2015 Eureka Math, Great Minds, 2018 (Spanish) October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music K-6	Yes	0%

School Facility Conditions and Planned Improvements

New construction of 6 portable classrooms were converted to virtual classroom/office space that is used specifically for virtual teaching and learning during the 2020-21 school year. A new/modernized portable staff restroom is provided each year beginning on 2021.

Year and month of the most recent FIT report	03/11/2023

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			N/A

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	28	26	24	47	46
Mathematics (grades 3-8 and 11)	16	25	20	22	33	34

2022-23 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	120	119	99.17	0.83	27.73
Female	55	55	100.00	0.00	27.27
Male	65	64	98.46	1.54	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	113	112	99.12	0.88	26.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	39	97.50	2.50	5.13
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	93	100.00	0.00	25.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

2022-23 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	120	119	99.17	0.83	25.21
Female	55	55	100.00	0.00	27.27
Male	65	64	98.46	1.54	23.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	113	112	99.12	0.88	22.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	39	97.50	2.50	10.26
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	19.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	93	100.00	0.00	18.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	18.18

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.33	29.41	12.58	14.08	29.47	30.29

2022-23 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	34	34	100.00	0.00	29.41
Female	13	13	100.00	0.00	38.46
Male	21	21	100.00	0.00	23.81
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	33	33	100.00	0.00	30.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	20.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.2	96.4	100.0	96.4	85.5

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.

2023-24 Opportunities for Parental Involvement

We have many ways for parents to participate in the life and the creation of our school, and we depend on parents to help us establish a strong school. Parents can join our School Site Council (SSC), which works with the administration to help plan for academic improvement and to make financial decisions on programs provided by special-purpose funds. With the help of our parent coordinator online training for parents are provided to help provide tips and strategies to support student academics and achievement.

Our parents created a Parent Teacher Organization (PTO) which has the following as a mission statement; The Salinas City Virtual Academy PTO is a school-wide organization made up of parents and teachers who share the common goal of fostering and facilitating a strong sense of school and community spirit. We accomplish this by providing services for parents, staff, and students, hosting events, and offering financial support for the needs of our schools. We encourage all parents to attend Back-to-School Night in the fall and parent-teacher conferences in November and March. Our PTO focuses on supporting teachers in their classroom with supplies/field trips and other activities and help the students make a smooth transition into the virtual academy.

We send out parent surveys twice a year to gain parent input on activities and ideas to better improve our school. The parents last year wanted an increase in ELD support, Science Labs, meet-ups, and intervention support. We have been able to implement there ideas this year in our classes.

We have held family nights throughout the year to help bring our families together. Some of our events include, Literacy Night, Carnival, Talent Show, Be Thankful Event, Kindness Through Art, Color Run, and our STEAM Showcase.

We have a Parent Coordinator who supports home-school connections by calling parents and doing home visits with the site administration. Our Parent Coordinator encourages families to attend and participate in school events. She works with our academic coach to provide professional development and offers tips and strategies to help parents support online learning. Teachers who are unable to communicate well in Spanish themselves appreciate her services to reach out and connect with Spanish-speaking families.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	199	191	35	18.3
Female	99	96	15	15.6
Male	100	95	20	21.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	183	175	32	18.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0

White	10	10	2	20.0
English Learners	81	76	14	18.4
Foster Youth	0	0	0	0.0
Homeless	74	71	15	21.1
Socioeconomically Disadvantaged	152	145	29	20.0
Students Receiving Migrant Education Services	9	8	2	25.0
Students with Disabilities	12	12	4	33.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions		0.53	0.00	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions		0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0

Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of the Salinas City School District. Families and community partners come onto campus to participate in school events, pick up school supplies, and get support with Chromebooks. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge through the Raptor Software. Visitors are required to return to the school office upon leaving our school grounds. A camera was installed at the entrance gate to increase visibility so the office staff could better monitor visitors. Our school now has an alarm system to add to our security. Each classroom portable has a telephone. The main office portable has a walkie-talkie that is used to communicate with Kammann Elementary School. SCVA partnered with Kammann during the Great ShakeOut and followed all Kammann safety protocols. We have an intercom where the main office and communicate with each office in the event of a lockdown or incident where all staff need to be notified.

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.

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

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	17	2		
1	22	1	1	
2	29		2	
3	22		1	
4	22		2	
5	25		2	
6	25		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	1	0	0
1	18	1	0	0
2	16	2	0	0
3	15	2	0	0
4	16	1	0	0
5	17	2	0	0
6	15	2	0	0
Other	0	0	0	0

2022-23 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

2022-23 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	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	6403	3724	2679	69799.92
District	N/A	N/A	8220	$77,664
Percent Difference - School Site and District	N/A	N/A	-101.7	-10.6
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A		-22.2

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

District-funded services provide opportunities to support all students to master grade-level standards in English Language Arts and Mathematics. District funding also supports the social-emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:
1. Extended School Year (ESY)
2. Jump Into English - After-school and summer programs
3. Jump Into Math - After-school and summer programs
4. Music (YOSAL)
5. Spring Language Academy
7. Online supplement programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Mental Health Counselor at each site (one day a week)
10. Educational Technology Coach at each site
12. Academic enrichment field trips
13. MTSS Coach- Only given part-time MTSS Coach
14. Academic Coach- Only given part-time Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21. Grade Level Release Teacher

District-funded services for the 2022-2023 School Year included:
1. Extended School Year (ESY)
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring Language Academy
6. Visual and Performing Arts through Monterey County Arts Council
7. Online supplement programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
9. Academic enrichment field trips
10. MTSS Coach-Only given part-time MTSS Coach
11. Academic Coach-Only given part-time Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
15. Grade-level Release Teachers

Fiscal Year 2022-23 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2023-2024 school year:
1. 1/2 time Science STEAM Teacher
2. Afterschool intervention
3. Boys and Girls Club electives/enrichment
4. SBAC After school Classes

Site-Funded Services for the 2022-2023 school year included:
1. Winter Intersession
2. SBAC Afterschool Classes
3. Boys ad Girls Club electives/enrichment

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$49,882	$54,215
Mid-Range Teacher Salary	$78,477	$86,843
Highest Teacher Salary	$99,569	$111,440
Average Principal Salary (Elementary)	$115,276	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$231,680	$252,466
Percent of Budget for Teacher Salaries	25.5%	33.16%
Percent of Budget for Administrative Salaries	4.55%	5.15%

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:
1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training

Professional Development

4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. Playwork and behavioral supports
16. Sonday Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict Resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, SCVA staff is participating in the following professional development:
1. STEAM Conference
2. ELD PD
3. UDL PD
4. STEAM/PBL PD

For the 2022-2023 school year, SCVA staff is participated in the following professional development:
1. STEAM Conference
2. ELD PD
3. UDL PD
4. STEAM/PBL PD

These conferences allow teachers to improve their online teaching and find ways to connect curriculum to students in engaging and innovative ways.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4