Henry F. Kammann Elementary School

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	Henry F. Kammann Elementary School
Street	521 Rochex Street
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5665
Principal	David Parr
Email Address	dparr@salinascity.k12.ca.us
School Website	https://sites.google.com/salinascity.k12.ca.us/kammann-elementary/home
County-District-School (CDS) Code	27-66142-6026538

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	www.salinascityesd.org

2023-24 School Description and Mission Statement

Welcome to Henry F. Kammann Elementary School, proud home of the Wildcats! Kammann Elementary is a neighborhood school located in the heart of Salinas and serves 710 students from Transitional Kindergarten through 6th grade. The Kammann staff is dedicated to ensuring that our students develop of sense of belonging, feel safe in a nurturing environment, and are prepared to become lifelong learners. We are dedicated to providing our students with an exemplary educational experience and are committed to accountability, and continually strive to ensure that all stakeholders – students, parents, staff, and community – feel valued and included. We've focused our attention on strategies proven by research and evidence. Our teachers have been trained on Visible Learning and collective teacher efficacy, based on the work by John Hattie. They have also had extensive training in the Data Teams Process. Under our multi-tiered systems of support framework, we continue to use Restorative Justice Discipline Practices and Positive Behavior Interventions and Supports to ensure a positive school climate. We continually strive to build positive student/teacher relationships as well as partnerships with our parents to best meet the unique needs of our students.

Our school will continue to participate in the Best of Education and Safety Time (BEST) after-school program to provide academic support, in addition to visual and performing arts activities. Our partnership with Hartnell College's Science, Engineering, and Mathematics Aerospace Academy, and NASA Program continues to provide additional enrichment academies to our students. Kammann has also partnered with Ecology Action to provide Bike Safety training (5th Grade), Pedestrian Safety training (2nd grade), and a family-based "walking school bus" through their Safe Routes to School program. We have allocated funds for field trips in order to provide experiences that demonstrate how academic study meets real-world application. Kammann also continues to foster a vibrant Student Council! We are so proud of our student leaders!

We are also very proud that our school is home to one of two Family Resource Centers (FRC) which serve as a resource hub for families affected by homelessness, or families in need of general support. FRC resources are generated through public and community donations. Understanding that emotional, psychological, and physical health is essential for learning, our students and families are able to access counseling services through our own school counselor, through our partnership with the Harmony at Home "Sticks and Stones" program, and through Monterey County Behavioral Health. Kammann became a Blue Zones Project-approved school in the summer of 2022. We are committed to the principals of the Blue Zones Project Pledge that promotes a healthy lifestyle and disease prevention.

The focus for Improvement :

2023-24 School Description and Mission Statement

Our goal is to be results-oriented and to continue using data to drive our instruction. We will center our attention on strategies that have the most significant impact on student learning, especially for our multi-lingual students striving to become English language proficient. Our staff will continue to participate in professional development sessions offered during our calendarized professional development days. Truancy continues to be an issue. Kammann administration continues to make personal contact with families, including home visits, to develop meaningful partnerships that will provide support in getting truant students to school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	97
Grade 2	95
Grade 3	97
Grade 4	102
Grade 5	103
Grade 6	98
Total Enrollment	708

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
American Indian or Alaska Native	0.3%
Asian	0.7%
Black or African American	0.8%
Filipino	1.4%
Hispanic or Latino	93.1%
Two or More Races	0.8%
White	2.8%
English Learners	52.4%
Foster Youth	0.1%
Homeless	36.7%
Migrant	4.7%
Socioeconomically Disadvantaged	79.7%
Students with Disabilities	8.2%

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)	26.50	89.83	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	10.17	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	29.50	100.00	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)	28.00	96.55	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)	1.00	3.45	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	29.00	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	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10	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, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (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

A restroom modernization along with a complete classroom and facility window replacement in 2020-21. A district Family Resource Center - classroom reconfiguration that accommodates parenting programs/services from seven school sites in the district was conducted in the 2022-23 school year. School roofing replacement project and shade structure project is scheduled for 2023-24.

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			

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)	29	18	26	24	47	46
Mathematics (grades 3-8 and 11)	21	17	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	389	388	99.74	0.26	17.53
Female	191	190	99.48	0.52	21.05
Male	198	198	100.00	0.00	14.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	354	353	99.72	0.28	16.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	188	188	100.00	0.00	7.45
Foster Youth	--	--	--	--	--
Homeless	120	120	100.00	0.00	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	307	306	99.67	0.33	13.73
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	32	32	100.00	0.00	12.50

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	390	389	99.74	0.26	17.22
Female	191	190	99.48	0.52	18.42
Male	199	199	100.00	0.00	16.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	355	354	99.72	0.28	15.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	188	188	100.00	0.00	9.04
Foster Youth	--	--	--	--	--
Homeless	120	120	100.00	0.00	9.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	307	99.68	0.32	13.03
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	32	32	100.00	0.00	9.38

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)	16.30	20.20	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	99	99	100.00	0.00	20.20
Female	47	47	100.00	0.00	19.15
Male	52	52	100.00	0.00	21.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00	0.00	20.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	44	44	100.00	0.00	2.27
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	8.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	14.71
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	99.0	99.0	100.0	99.0	99.0

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

Parents play an important role in the school community. Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrators meets each trimester to monitor the School Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our Parent Organization is involved in many aspects of our school including fundraising, volunteering and enhancing programs for all of our students. ELAC meets monthly and our Parent Organization meets quarterly. To become more involved, please call or visit the school office - (831) 753-5665. Parent Coordinator Guadalupe Alvarez can be contacted here at Kammann Elementary by calling 831-753-5665 or email at galvarez@salinascity.k12.ca.us

Principal David Parr can be can be contacted here at Kammann Elementary by calling 831-753-5665 or email at dparr@salinascity.k12.ca.us

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	751	735	231	31.4
Female	371	362	113	31.2
Male	380	373	118	31.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	7	7	2	28.6
Filipino	11	11	1	9.1
Hispanic or Latino	698	683	223	32.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	20	20	5	25.0
English Learners	406	393	102	26.0
Foster Youth	3	1	0	0.0
Homeless	276	270	82	30.4
Socioeconomically Disadvantaged	605	591	196	33.2
Students Receiving Migrant Education Services	36	35	8	22.9
Students with Disabilities	70	70	25	35.7

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.

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	0.00	1.70	2.80	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	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.8	0
Female	2.43	0
Male	3.16	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	2.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.2	0
Foster Youth	0	0
Homeless	4.35	0
Socioeconomically Disadvantaged	3.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.86	0

2023-24 School Safety Plan

Safety of students and staff is a primary concern of the Salinas City School District. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge. Visitors are required to return to the school office upon leaving our school grounds. During lunch, recesses, and before and after school, assigned staff and administrators supervise students on school grounds. A security window was added to increase visibility so the office staff could better monitor visitors. Students who leave prior to the end of the school day must be signed out at the school office by an authorized adult. Our district installed additional security cameras throughout our school site. Improved door hardware was installed that allows teachers and staff members to lock any door on our campus from the inside. Additionally, each classroom was provided a simple device that makes it possible to keep the classroom door locked during instructional time, but still allows easy access to the classroom by authorized persons including students. As necessary, this device can be instantly released and the locked door pulled shut, thus greatly reducing the amount of time need to secure the classroom. Discipline and safety procedures are reviewed with the staff throughout the school year. Each classroom has an "Emergency flip Chart" posted on the walls to have easy access to procedures and protocols. Makeshift toilets have been provided for every classroom. We review playground rules with students to ensure safety on campus. Each classroom has a telephone and an intercom system. All staff was trained in ALICE (Alert, Lockdown, Inform, Counter, Evacuate), active shooter response.

We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs, 3 times annually); lockdown & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participate in the Monterey County Disaster Drill which takes place in October of each year. Our school works directly with the Monterey County Rape Crisis Center to provide student and parent child abuse prevention training. All 4th grade students participate in one week of water safety instruction at a local swimming pool. The entire school participates in bus safety drills. Kammann School also hosts a Bike to School Day Event in May and holds bike-safety assemblies for all grades annually. Additionally, we work with the Transportation Agency of Monterey County and Bike Smart of Santa Cruz County to hold structured Bike Rodeos with a focus on safety for all 5th grade students. Our second graders participate in the Walk Smart program which teaches students pedestrian safety.

We review and revise our School Safety Plan annually with the school administration and parent groups (ELAC and SSC) and it is approved by School Site Council. Our plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. Our plan also includes our programs for our bully-free climate and the implementation of Positive Behavior Intervention Supports (PBIS). Additionally, like all the schools in our district, we are continuing to implement Restorative Justice Practices (RJP). We strive to teach children vocabulary and mediation strategies to avoid and/or resolve conflicts. Student's emotional well being is of top priority and we follow student protocols to ensure student safety. The safety plan is available in our school office, and we share it with all staff during our staff meetings.

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
K	22	1	4	
1	24		4	
2	25		4	
3	27		4	
4	25		4	
5	28		3	
6	24		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	25		5	
1	24		4	
2	24		4	
3	26		4	
4	26		4	
5	24		4	
6	28		3	

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	23	0	5	0
1	24	0	4	0
2	24	0	4	0
3	24	0	4	0
4	26	0	4	0
5	26	0	4	0
6	25	0	4	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	708

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
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	7446	301	7145	70866.42
District	N/A	N/A	8220	$77,664
Percent Difference - School Site and District	N/A	N/A	-14.0	-9.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-16.0	-20.7

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 experience and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
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
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips

Fiscal Year 2022-23 Types of Services Funded

13. MTSS Coach
14. 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)
2. ASES/BEST after school program
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 supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Vice Principal at each site, ,
9. Academic enrichment fieldtrips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus - Bullying Prevention Program
15. Grade level Release Teachers

SITE-FUNDED SERVICES:
Site-Funded Services for the 2022-2023 school year included:
1. After school academic intervention
2. Student field trips aligned to the Common Core State Standards
3. After school extra curricular activities that included sports, arts, music, and dance
4. Additional year duty supervision to promote student safety and well being

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
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. PlayWorks 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, Kammann Elementary staff is participating in the following professional development:
1. Student data teams
2. School emergency preparedness
3. Positive Behaviors Intervention Strategies

For the 2022-2023 school year, Kammann Elementary staff is participated in the following professional development:
1. Trauma informed practices
2. Positive Classroom Behavior Strategies

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