

Natividad Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Natividad Elementary School
Street	1465 Modoc Avenue
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5675
Principal	Susano Marquez
Email Address	smarquez@salinascity.esd.org
School Website	https://sites.google.com/salinascity.k12.ca.us/natividad-elementary/home
Grade Span	TK through 6th
County-District-School (CDS) Code	27-66142-6026595

2024-25 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Rebecca Andrade
Email Address	randrade@salinascityesd.org
District Website	www.salinascityesd.org

2024-25 School Description and Mission Statement

Natividad Elementary School, home of the Golden Eagles has highly skilled and dedicated staff. Our school vision is that we believe that all students can learn and succeed in their educational goals. Our Mission is that as a team, we will strive to uphold high academic achievement by focusing on a standards-based curriculum, 21st-century skills, a safe learning environment, and college and career readiness. With parents' support and involvement, our students will be able to reach their full potential.

1. There are 709 students enrolled at Natividad Elementary School.
2. 66. % of the students enrolled at Natividad are English language learners and 87.8% are classified as socioeconomically

2024-25 School Description and Mission Statement

disadvantaged.

3. Natividad Elementary School has 27 teachers., 2 RSP teachers, 3 SDC teachers, 1 psychologist and 2 counselor
To increase student achievement, we planned the following Action Goals for the 2024-2025 school year:

1. Admin and MTSS team will train and support teachers in the implementation of the state standards.
2. The MTSS intervention specialist will be working with teachers, academic coaches, and students. The MTSS intervention specialist will work with the admin to create an IA schedule so the IA can provide support in the classroom for the target students. , review student data, and help teachers assess. The academic coach will support teachers by having coaching cycles and supporting them by providing resources and helping set up small group instruction.

Students.

3. Students who do not meet the standards will be provided with interventions and extended learning opportunities.
4. All students, regardless of their performance levels, will receive appropriate differentiation instruction in all subject matters.
5. Grade-level Teams will review student data and will be able to identify learning goals, develop common formative assessments, monitor student progress, and refine instruction.
6. Establish expectations for implementation of school-wide Designated and Integrated ELD.
7. Professional development on designated and integrated ELD.
8. General Ed and RSP teachers will plan collaboratively to support special education students learning in the general education setting.
9. Our Academic coach will work to support teachers by providing resources and meeting with teachers during data meetings. We are currently fully implementing Benchmark Advance/Advance, Eureka Math, Lexia. Our assessments are aligned with the Benchmark program.

Our school has an after-school program available for students in Kinder through 6th grade. They received intervention support and enrichment activities such as sports enrichment, 3D printing, music, dance, and art.

We believe in being Respectful, Responsible, and Ready to Learn. A sense of well-being and purpose results when people have choices within boundaries when they feel included and a part of the group, and when they are knowledgeable and skilled. This sense of well-being and purpose as a productive, responsible citizen is within the reach of each one of us.

Awards:

1. Natividad has received the PBIS Silver award for Implementing Tier 1 and Tier 2 strategies
2. Natividad teacher reward students: student of the month (criteria have been set by the Leadership team), perfect attendance,

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	95
Grade 2	101
Grade 3	112
Grade 4	107
Grade 5	84
Grade 6	89
Total Enrollment	706

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.7
Asian	1
Black or African American	0.3
Filipino	2.5
Hispanic or Latino	92.2
Two or More Races	1.1
White	1.4
English Learners	66
Foster Youth	0.1
Homeless	50
Migrant	5.2
Socioeconomically Disadvantaged	87.8
Students with Disabilities	11.3

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)	27.00	93.10	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.90	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/Incomplete/NA	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	29.00	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)	24.50	92.45	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.77	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.77	8.00	2.14	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	26.50	100.00	374.50	100.00	279044.80	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.

2022-23 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)	27.00	87.10	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	6.45	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.45	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	9.00	2.31	14303.80	5.15
Total Teaching Positions	31.00	100.00	389.30	100.00	277698	100

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	2022-23
Permits and Waivers	2.00	0.00	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.60	0	0

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

2024-25 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 2024

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, 2015 (English) / April 13, 2015 Eureka Math, 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%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Asphalt replacement during the 2019-20 school year. New shade structure installed during the 2022-23 school year. A new play structure for the primary grades is scheduled for the 2023-24 school year. Roof replacement project scheduled for the 2024-25 school year.

Year and month of the most recent FIT report

03/09/2023

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	16	24	25	46	47
Mathematics (grades 3-8 and 11)	14	9	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	392	386	98.47	1.53	15.80
Female	186	183	98.39	1.61	19.67
Male	206	203	98.54	1.46	12.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	366	360	98.36	1.64	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	230	225	97.83	2.17	1.33
Foster Youth	--	--	--	--	--
Homeless	192	190	98.96	1.04	13.68
Military	--	--	--	--	--
Socioeconomically Disadvantaged	351	345	98.29	1.71	13.04
Students Receiving Migrant Education Services	14	13	92.86	7.14	7.69
Students with Disabilities	48	46	95.83	4.17	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	392	391	99.74	0.26	9.21
Female	186	185	99.46	0.54	8.11
Male	206	206	100.00	0.00	10.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	366	365	99.73	0.27	7.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	230	229	99.57	0.43	2.62
Foster Youth	--	--	--	--	--
Homeless	192	191	99.48	0.52	6.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	351	350	99.72	0.28	7.71
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	48	47	97.92	2.08	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.14	6.02	14.08	15.30	30.29	30.73

2023-24 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	83	83	100.00	0.00	6.02
Female	46	46	100.00	0.00	4.35
Male	37	37	100.00	0.00	8.11
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	75	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	52	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	2.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	6.33
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

We have many ways for parents to participate in our school community. We depend on parents to keep our programs running smoothly and to guide us to develop new ones to meet the needs of our children. Parents can join our School Site Council (SSC) to work with the administration and teachers to help make programs and financial decisions. Parents on SSC are voted in by the school community. School Site Council meets monthly on the second Tuesday of the month. Parents of English Learners are vital to our English Learner Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. All parents of English Learners are welcome to join the committee. The committee also focuses on resources that are available to English learner students. ELAC meets monthly on the Third Thursday of every month. Our Parent Teacher Organization (PTO) is very active and they encourage and welcome all parents to come to monthly meetings. The meetings are held on the Fourth Thursday of every month. Our PTO fundraises to support such things as incentives for attendance and PBIS, classroom resources, school beautification, and field trips. They also organize school events such as Las Posadas, Breakfast for Students of the Month, movie nights, and Fall festival. The PTO is also a crucial advocate for student achievement, school climate, culture, and parent-community involvement.

During the 2024-2025 school year:

We asked all parents to attend Back-to-School Night in the Fall and Open House in the Spring to learn more about the school, curriculum, and classroom expectations. Our grade levels also provided parents with educational/motivational nights. Our school is committed to collaborating with different community organizations to provide resources and information to school families. We worked with the NASA program, The Monterey Health Department, and Blue Zone Project, Restorice Justice. We also had Parent-Teacher conferences in the Fall and Spring to provide important home-school communication on students' successes and students' needs. Parents were also invited to informal coffee with the principal monthly. Parenting support has been available through the Parenting Partners program (parents' connection with childhood program). Also, Parents had the opportunity to expand their computer skills in a series of training available online. Parents are also welcome to attend the CAFE conference each year. Natividad has a full-time parent coordinator who serves as a liaison between our parents, our school, and our community resources.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	777	755	163	21.6
Female	355	344	73	21.2
Male	422	411	90	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	18	18	2	11.1
Hispanic or Latino	716	696	153	22.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	12	1	8.3
English Learners	517	503	91	18.1
Foster Youth	--	--	--	--
Homeless	396	384	76	19.8
Socioeconomically Disadvantaged	693	673	146	21.7
Students Receiving Migrant Education Services	49	49	12	24.5
Students with Disabilities	108	108	31	28.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.94	2.46	2.83	2.31	1.81	1.89	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.83	0.00
Female	0.85	0.00
Male	4.50	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.56	0.00
Hispanic or Latino	2.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.71	0.00
Foster Youth	0.00	0.00
Homeless	3.28	0.00
Socioeconomically Disadvantaged	2.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Natividad School has a fully surrounding security fence with electronically controlled access gates: 4 pedestrians and 3 vehicles – these gates remained locked during school hours. All visitors must enter through the main office when school is in session. Our main office is equipped with a doorbell and lock on the exterior door, as well as a lock on the door from the office into the school. Visitors are required to sign in at the front office with a new technology system called Raptor. The system scans every visitor's ID and receives a visitor's pass. Staff members report anyone without a pass to the school office. A responsible adult must sign out students who leave prior to the end of the school day on their Emergency contact list at the school office.

We review discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on campus. Classified yard duty members and teachers on assigned recess duty use walkie-talkies to communicate with the office from the playground. All teachers and IA's have been given a radio. the radio is used for safety precautions. There is an intercom system and intercom telephones are located in each classroom. Improved door hardware was installed that allows teachers to lock any door on our campus, and in the district, from the inside. Students may be on campus in the multipurpose room for breakfast, the library, or the playground for 15 minutes prior to the start of instruction at 7:50 a.m. Teachers or classified yard duty members supervise students during recess. Our school participates in the 2nd Chance Breakfast allowing the students to eat breakfast if they did not eat it before school. During the lunch period, classified staff and both site administrators provide supervision in the cafeteria. Classified staff supervises students as they get off the bus and are dropped off in the morning. We also provided supervision in front of the school where students board the buses at the end of the day. There is a crossing guard available in the morning and in the afternoon in front of the school to ensure students get across the street safely.

We review and revise our School Safety Plan annually and are approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. A site administrator

2024-25 School Safety Plan

attends a monthly Safety Committee meeting at the district office. The plan is available in our school office. The safety plan is shared with school staff during staff meetings, with the School Site Council during SSC meetings, and with ELAC during monthly meetings. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after school programs/2 times annually); Intruder drill & shelter-in-place (after school programs 2 times annually) and earthquake/twice a year. We also participated in the Great American Shake Out earthquake drill which takes place each mid-October. The majority of Natividad staff have been trained on A.L.I.C.E procedures of how to respond to an active shooter situation. This school year, all school staff (classified and certificated) were trained in the Big Five Safety Procedures adopted by Monterey County.

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.

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	24		4	
1	27		4	
2	24	1	3	
3	20	3	1	
4	20	2	2	
5	20	1	4	
6	25	1	2	1

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	20	3	2	
1	24		4	
2	24		5	
3	26		4	
4	29	2	1	2
5	29		3	
6	24		4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	3	
1	23	1	3	
2	24		4	
3	22	2	3	
4	27		4	
5	28		3	
6	30		3	
Other	21	1	1	

2023-24 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	706

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8025	366	7659	70334.32
District	N/A	N/A	8220	\$87,565
Percent Difference - School Site and District	N/A	N/A	-7.1	-21.8
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-33.8	-31.2

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:

1. Afterschool ELPAC Acceleration Program
2. Afterschool enrichment program:
3. PLC teacher collaboration

Site-Funded Services for the 2022-2023 school year included:

1. Afterschool ELPAC Acceleration program
2. Afterschool enrichment program

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 2024-2025 School Year include:

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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 School Year included:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs

Fiscal Year 2023-24 Types of Services Funded

4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
9. Academic enrichment field trips
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,367	\$58,553
Mid-Range Teacher Salary	\$88,679	\$93,924
Highest Teacher Salary	\$112,513	\$119,489
Average Principal Salary (Elementary)	\$119,815	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$231,680	\$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, Natividad Elementary staff participated in the following professional development:

1. PD opportunities: CABE, PLC, MCOE
2. PLC collaboration

For the 2023-2024 school year, Natividad Elementary staff is participating in the following professional development:

1. CABE, PLC, MCOE
- 2.

For the 2022-2023 school year, Natividad Elementary staff is participated in the following professional development:

1. CABE, PLC, MCOE
- 2.

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.

Professional Development

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4