

Natividad School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Natividad 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-6
County-District-School (CDS) Code	27-66142-6026595

2025-26 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

2025-26 School Description and Mission Statement

Natividad Elementary School serves a diverse and vibrant student population supported by a highly skilled and dedicated staff. Our school is committed to ensuring that all students learn, grow, and achieve their academic goals.

Total Enrollment: 728 students, English Learners: 66%, Socioeconomically Disadvantaged Students: 87.8%, Staffing: 27 classroom teachers, 2 RSP teachers, 3 SDC teachers, 1 psychologist, 2 counselors

Vision Statement

We believe all students can learn and succeed in meeting their educational goals.

Mission Statement

Our mission is to work collaboratively as a team to uphold high academic achievement by implementing a standards-based curriculum, integrating 21st-century skills, maintaining a safe learning environment, and promoting college and career readiness. With the support and involvement of our families, we are committed to ensuring that all students reach their full potential.

2024–2025 Schoolwide Action Goals

1. Standards Implementation

Administration, the academic coach, and the MTSS team will provide ongoing training and support to ensure effective implementation of state standards in all classrooms.

2. Multi-Tiered System of Supports (MTSS)

The MTSS intervention specialist will collaborate with teachers, academic coaches, and administrators to:

Review student data, Support assessment processes, and provide targeted intervention

Create and maintain an instructional assistant schedule for classroom support

2025-26 School Description and Mission Statement

The academic coach will assist teachers through coaching cycles, offer instructional resources, and support small-group instruction.

3. Academic Interventions: Students not meeting grade-level standards will receive targeted interventions and extended learning opportunities designed to accelerate progress.
4. Differentiated Instruction: All students will receive differentiated instruction across subjects to meet their individual learning needs and maximize academic growth.
5. Grade-Level Data Teams: Teacher teams will analyze student performance data, identify learning goals, develop common formative assessments, monitor progress, and refine instruction as part of the continuous improvement cycle.
6. Designated & Integrated ELD: The school will establish clear expectations for the implementation of designated and integrated English Language Development (ELD).
7. ELD Professional Development: Teachers will participate in ongoing professional development related to designated and integrated ELD instructional practices.
8. Collaboration for Special Education: General Education and RSP teachers will collaborate to support special education students in accessing learning within the general education setting.
9. Academic Coaching: The academic coach will continue to support teachers during data meetings and provide resources to support high-quality instruction.

Curriculum & Instruction

Natividad Elementary School fully implements:

Benchmark Advance/Adelante (ELA), Eureka Math (Mathematics)

All assessments are aligned with the Benchmark program and support ongoing monitoring of student progress.

Expanded Learning Opportunities

Natividad Elementary offers a comprehensive after-school program for students in grades K–6, providing:

Academic intervention, Sports, ELPAC preparation, Math support, Music, Art, General enrichment activities

School Climate & PBIS

The school promotes a positive learning environment grounded in the expectations of being Respectful, Responsible, and Ready to Learn. We believe students thrive when they:

Feel included and valued, have meaningful choices, develop the skills needed to succeed, experience a sense of purpose and belonging. This foundation helps students grow into productive, responsible citizens.

Awards & Student Recognition

PBIS Silver Award for implementation of Tier 1 and Tier 2 supports

Student of the Month (based on criteria established by the Leadership Team)

Perfect Attendance Recognition

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	90
Grade 2	93
Grade 3	102
Grade 4	109
Grade 5	107
Grade 6	79
Total Enrollment	705

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	2
Asian	0.4
Black or African American	0.3
Filipino	2.6
Hispanic or Latino	92.3
Two or More Races	0.7
White	1.3
English Learners	59.7
Foster Youth	0.6
Homeless	52.5
Migrant	8.8
Socioeconomically Disadvantaged	83.7
Students with Disabilities	12.8

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.

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)	24.5	92.45	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	1	3.77	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.77	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	26.5	100	374.5	100	279044.8	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.

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	87.1	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	2	6.45	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.45	42.3	10.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6	1.54	11746.9	4.23
Unknown/Incomplete/NA	0	0	9	2.31	14303.8	5.15
Total Teaching Positions	31	100	389.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	25.5	73.91	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	3	8.7	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	17.39	56.5	14.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3	0.76	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	1.01	13705.8	4.91
Total Teaching Positions	34.5	100	394.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	1	6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.1	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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 2025

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

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides

School Facility Conditions and Planned Improvements

adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks. Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

A full playground redevelopment is planned for summer 2026.

Year and month of the most recent FIT report

03/14/25

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	16	19	25	25	47	48
Mathematics (grades 3-8 and 11)	9	14	22	22	35	37

2024-25 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	395	390	98.73	1.27	19.23
Female	190	188	98.95	1.05	26.06
Male	205	202	98.54	1.46	12.87
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	366	362	98.91	1.09	17.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	214	209	97.66	2.34	2.87
Foster Youth	0	0	0	0	0
Homeless	222	217	97.75	2.25	17.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	352	347	98.58	1.42	18.16
Students Receiving Migrant Education Services	24	23	95.83	4.17	4.35
Students with Disabilities	47	47	100.00	0.00	2.13

2024-25 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	395	394	99.75	0.25	14.72
Female	190	190	100.00	0.00	13.16
Male	205	204	99.51	0.49	16.18
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	30.77
Hispanic or Latino	366	365	99.73	0.27	13.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	214	213	99.53	0.47	4.69
Foster Youth	0	0	0	0	0
Homeless	222	221	99.55	0.45	13.12
Military	0	0	0	0	0
Socioeconomically Disadvantaged	352	351	99.72	0.28	13.68
Students Receiving Migrant Education Services	24	24	100.00	0.00	8.33
Students with Disabilities	47	47	100.00	0.00	2.13

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.02	6.54	15.3	14.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	107	100.00	0.00	6.54
Female	49	49	100.00	0.00	2.04
Male	58	58	100.00	0.00	10.34
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	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	5.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	57	57	100.00	0.00	1.75
Foster Youth	0	0	0	0	0
Homeless	56	56	100.00	0.00	1.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	6.25
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 Opportunities for Parental Involvement

We offer many meaningful ways for parents to participate in our school community. We depend on our families to help keep programs running smoothly and to guide us in developing new ones that meet the needs of our students.

School Site Council (SSC)

Parents can join our SSC to work with administration and teachers to make programmatic and financial decisions. The school community elects SSC parent members. Meetings are held on the second Tuesday of each month.

English Learner Advisory Committee (ELAC)

Parents of English Learners play a vital role in ELAC and in our outreach efforts to support new families. All parents of English Learners are encouraged to participate. ELAC focuses on resources and support for English Learner students. Meetings are held on the third Thursday of each month.

Parent Teacher Organization (PTO)

Our PTO is very active and welcomes all parents to attend the monthly meetings on the fourth Thursday. The PTO fundraises to support attendance and PBIS incentives, classroom resources, school beautification, and field trips. They also organize major school events such as Las Posadas, movie nights, and the Fall Festival. Additionally, the PTO plays a vital role in advocating for student achievement, school climate, culture, and parent-community involvement.

During the 2024–2025 School Year

We encouraged all parents to attend Back-to-School Night in the fall and Open House in the spring to learn about the school, curriculum, and classroom expectations. Grade levels also hosted educational and motivational nights for families.

Our school collaborated with various community organizations—including the NASA program, the Monterey County Health Department, the Blue Zone Project, and Restorative Justice—to provide families with resources and information.

We held Parent-Teacher Conferences in both the fall and spring to support strong home–school communication about students’ successes and areas of need. Parents were also invited to attend the monthly Coffee with the Principal.

Parenting support was provided through the Parenting Partners program, and families had opportunities to expand their computer skills through a series of online training sessions. Parents were also welcome to attend the annual CAFE Conference.

Natividad has a full-time Parent Coordinator who serves as a liaison between families, the school, and community resources.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	752	737	164	22.3
Female	358	351	75	21.4
Male	394	386	89	23.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	14	0	0.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	21	20	2	10.0
Hispanic or Latino	692	680	157	23.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	450	443	84	19.0
Foster Youth	--	--	--	--
Homeless	401	392	79	20.2
Socioeconomically Disadvantaged	649	637	144	22.6
Students Receiving Migrant Education Services	62	62	10	16.1
Students with Disabilities	118	116	35	30.2

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.46	2.83	2.79	1.81	1.89	1.71	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.79	0.00
Female	2.23	0.00
Male	3.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.03	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	2.89	0.00
Foster Youth	0.00	0.00
Homeless	2.99	0.00
Socioeconomically Disadvantaged	2.77	0.00
Students Receiving Migrant Education Services	3.23	0.00
Students with Disabilities	1.69	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.

2025-26 School Safety Plan

Natividad Elementary School is secured by a perimeter fence with electronically controlled access gates for both pedestrians and vehicles, which remain locked during school hours. All visitors must enter through the main office, which features a doorbell, an exterior lock, and an additional lock on the internal door leading into the school. Upon arrival, visitors are required to sign in at the front office using a technology system called Raptor, which scans each visitor's ID and issues a visitor pass. Staff members promptly report anyone on campus without a pass to the school office. Students who leave before the end of the school day must be signed out by a responsible adult listed on their Emergency Contact form at the school office.

Discipline and safety procedures are reviewed with staff and students throughout the school year, including regular reminders about playground rules to promote campus safety. Classified yard duty staff and teachers assigned to recess duty use walkie-talkies to maintain direct communication with the office/administrators from the playground. All teachers and instructional aides have been issued radios as an additional safety measure. Each classroom is equipped with an intercom system and a dedicated intercom telephone. The school has also installed improved door hardware, allowing teachers to lock any door from the inside for enhanced security.

Students are permitted on campus from 7:30 a.m. During this time, they have supervised access to the multipurpose room for breakfast, occasionally the library, and the playground. Supervision during recess is provided by teachers and classified staff to ensure student safety. Additionally, Natividad Elementary School participates in the 2nd Chance Breakfast program, which offers students a second opportunity to eat breakfast if they did not eat before school.

During lunch, both classified staff and site administrators supervise students in the cafeteria to maintain a safe environment. Classified staff also oversee arrival and dismissal times, supervising students as they exit buses or are dropped off in the morning, and as they board buses at the end of the day. A crossing guard is stationed in front of the school before and after school hours to help students cross the street safely.

The School Safety Plan is thoroughly reviewed and updated each year, with final approval granted by the School Site Council. For the 2025/2026 school year, the plan was approved by the School Site Council on November 20/2025. This comprehensive plan details protocols for a variety of emergencies, identifies designated exit routes, lists trained and certified First Aid and CPR staff, and ensures the regular maintenance and replenishment of emergency supplies. To remain aligned with best practices, a site administrator participates in monthly Safety Committee meetings at the district office. The safety plan is accessible for review in the school office and is consistently communicated with staff during meetings, as well as shared with the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

Further, emergency preparedness is reinforced through routine drills: monthly fire drills during school hours; additional after-school drills (average of 2); intruder and shelter-in-place drills (twice per year for after-school programs); and yearly earthquake drills. The school also participates in the Great American Shake Out earthquake drill every October. All staff members, both classified and certificated, receive annual training 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.

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	0
1	24	0	4	0
2	24	0	5	0
3	26	0	4	0
4	29	2	1	2
5	29	0	3	0
6	24	0	4	0
Other	0	0	0	0

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	0
1	23	1	3	0
2	24	0	4	0
3	22	2	3	0
4	27	0	4	0
5	28	0	3	0
6	30	0	3	0
Other	9	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3	
1	20	3	1	
2	22	1	3	
3	24		4	
4	22	2	3	
5	21	2	3	
6	26		3	
Other	13	2		

2024-25 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	1176.67

2024-25 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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$90,670
Percent Difference - School Site and District	N/A	N/A	-7.1	-21.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-33.8	-31.2

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

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

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

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 Well-being 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 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,027	\$61,597
Mid-Range Teacher Salary	\$96,523	\$98,902
Highest Teacher Salary	\$116,082	\$126,340
Average Principal Salary (Elementary)	\$118,177	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$231,680	\$288,332
Percent of Budget for Teacher Salaries	24.11%	31.29%
Percent of Budget for Administrative Salaries	4.15%	5.38%

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

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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4
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