

# Salinas City STEAM Academy

## 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

<b>School Name</b>	Salinas City STEAM Academy
<b>Street</b>	1210 Tyler Street
<b>City, State, Zip</b>	Salinas, CA 93906
<b>Phone Number</b>	831-753-5677
<b>Principal</b>	Erika Tumminelli
<b>Email Address</b>	etummine@salinascityesd.org
<b>School Website</b>	<a href="https://salinascityesd.org/scva">https://salinascityesd.org/scva</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	27 66142 0140913

## 2025-26 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	831 753-5600
<b>Superintendent</b>	Rebeca Andrade
<b>Email Address</b>	randrade@salinascityesd.org
<b>District Website</b>	<a href="https://salinascityesd.org/">https://salinascityesd.org/</a>

## 2025-26 School Description and Mission Statement

Welcome to The Salinas City STEAM Academy. Our school currently supports approximately 97 students in grades K-6th. We have 5 General Education classes with 6 of our students receiving RSP services. Our staff is dedicated to our Mission statement of providing students the option to demonstrate their knowledge and learn skills in an innovative, inclusive, and individualized way. The Salinas City STEAM Academy personalizes learning, uses targeted instruction to guide students to find solutions to academic problems. Students at SCVA develop 21st-century skills that they can take with them on their journey to being productive global citizens and critical members of our community.

We have three main goals at SCVA: 1. help ALL students develop the knowledge and skills needed to become productive members of society; 2. Foster human connectedness in an online environment while encouraging parent and community involvement; 3. Increase student achievement through developing learners who are Compassionate, Critical Thinkers, Communicators, Collaborators, and Creative Citizens.

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

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

Our school has created clubs for students to join. Currently, we have a Spelling Club for 4th-6th graders, a Social Club, and an SEL Club. The student leaders are given opportunities to have a voice at our school site. Students can participate in field trips,

## 2025-26 School Description and Mission Statement

after-school tutoring, and extended learning programs provided by the district. We also offer after-school ELPAC for students and a virtual winter STEAM camp.

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

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	11
Grade 2	9
Grade 3	8
Grade 4	19
Grade 5	26
Grade 6	18
<b>Total Enrollment</b>	<b>99</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.6
Male	43.4
Asian	1
Hispanic or Latino	90.9
White	2
English Learners	41.4
Homeless	34.3
Migrant	3
Socioeconomically Disadvantaged	73.7
Students with Disabilities	7.1

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4	30.77	312.5	83.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5	1.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	9	69.23	47	12.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8	2.14	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	13	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.2	59.06	319	81.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	16.41	13	3.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	16.41	42.3	10.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	8.2	6	1.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	9	2.31	14303.8	5.15
<b>Total Teaching Positions</b>	12.1	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7	87.5	314.5	79.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	16.5	4.18	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	12.5	56.5	14.32	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	3	0.76	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	1.01	13705.8	4.91
<b>Total Teaching Positions</b>	8	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
<b>Permits and Waivers</b>	7.00	2	0
<b>Misassignments</b>	2.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	9.00	2	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.3	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Mathematics</b>	Eureka Math, Great Minds, 2018 (English) April 13, 2015 Eureka Math, Great Minds, 2018 (Spanish) October 10, 2016	0%
<b>Science</b>	National Geographic Learning - Cengage 2022	0%
<b>History-Social Science</b>	SAVVASS, My World Interactive, K-6, 2019	0%
<b>Foreign Language</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Health</b>	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	0%
<b>Visual and Performing Arts</b>	Silver Burdett, Music K-6	0%

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

## School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

03/14/25

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	32	25	25	47	48
<b>Mathematics</b> (grades 3-8 and 11)	29	25	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	78	77	98.72	1.28	32.47
Female	42	42	100.00	0.00	33.33
Male	36	35	97.22	2.78	31.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	32.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65	4.35	22.73
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	27.59
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	62	100.00	0.00	30.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

## 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
<b>All Students</b>	78	77	98.72	1.28	24.68
<b>Female</b>	42	42	100.00	0.00	16.67
<b>Male</b>	36	35	97.22	2.78	34.29
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	71	70	98.59	1.41	24.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	23	22	95.65	4.35	18.18
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	29	29	100.00	0.00	13.79
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	62	62	100.00	0.00	19.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	11	100.00	0.00	9.09

## 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
<b>Science</b> (grades 5, 8 and high school)	14.29	16	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	26	25	96.15	3.85	16.00
Female	13	13	100.00	0.00	15.38
Male	13	12	92.31	7.69	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	17.39
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.

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

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

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

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

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	124	111	35	31.5
Female	67	62	17	27.4
Male	57	49	18	36.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	112	100	31	31.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	49	43	9	20.9
Foster Youth	--	--	--	--
Homeless	43	37	12	32.4
Socioeconomically Disadvantaged	97	85	29	34.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	14	4	28.6

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
0	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The safety of students and staff is a primary concern of the Salinas City School District. Families and community partners come onto campus to participate in school events, pick up school supplies, and get support with Chromebooks. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge through the Raptor Software. Visitors are required to return to the school office upon leaving our school grounds. A camera was installed at the entrance gate to increase visibility so the office staff could better monitor visitors. Our school now has an alarm system to add to our security. Each classroom portable has a telephone. The main office portable has a walkie-talkie that is used to communicate with Kammann Elementary School. SCSA partnered with Kammann during the Great ShakeOut and followed all Kammann safety protocols. We have an intercom where the main office and communicate with each office in the event of a lockdown or incident where all staff need to be notified. Our School Safety Plan was reviewed and approved by the School Site Council in December 2025.

## 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
<b>K</b>	12	1	0	0
<b>1</b>	18	1	0	0
<b>2</b>	16	2	0	0
<b>3</b>	15	2	0	0
<b>4</b>	16	1	0	0
<b>5</b>	17	2	0	0
<b>6</b>	15	2	0	0
<b>Other</b>	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	5	1	0	0
1	13	1	0	0
2	10	1	0	0
3	11	2	0	0
4	25	0	1	0
5	13	1	0	0
6	24	0	1	0
Other	0	0	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	8	1		
1	11	1		
2	9	1		
3	8	1		
4	19	1		
5	13	2		
6	18	1		

## 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	555

## 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)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	6403	3724	2679	69799.92
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	-101.7	-22.6
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-120.3	-31.9

## Fiscal Year 2024-25 Types of Services Funded

### SITE-FUNDED SERVICES:

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

1. 1/2 time Science STEAM Teacher
2. Field Trips
3. Purchase STEAM Materials
4. Purchase Books for the library
5. Supplies for In-Person Meet-Up
6. MTSS/Data Chats with Teachers
7. Collaboration Time
8. Online learning- SeeSaw and Defined Learning

### 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

## Fiscal Year 2024-25 Types of Services Funded

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

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

## Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2024-2025 school year, SCVA staff are participating in the following professional development:

1. PD for Staff- PBL Training
2. Para Training
3. STEAM PD
4. ELD PD
5. Intervention PD
6. Academic PD (Math small groups, ELA small groups, Combo tips and trips)
7. PD around PBIS (SEL and Morning Meetings)

## Professional Development

### 8. PD around small group instruction

#### 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4