

Henry F. Kammann Elementary 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	Henry F. Kammann Elementary School
Street	521 Rochex Street
City, State, Zip	Salinas, CA 93906
Phone Number	(831) 753-5665
Principal	David Parr
Email Address	dparr@salinascityesd.org
School Website	https://sites.google.com/salinascity.k12.ca.us/kammann-elementary/home
Grade Span	TK-6
County-District-School (CDS) Code	27-66142-6026538

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Welcome to Henry F. Kammann Elementary School, proud home of the Wildcats! Kammann Elementary is a neighborhood school located in the heart of Salinas and serves approximately 700 students from Transitional Kindergarten through 6th grade. The Kammann staff is dedicated to ensuring that our students develop a sense of belonging, feel safe in a nurturing environment, and are prepared to become lifelong learners. We are a Leader in Me school in which the principles of the 7 Habits for Highly Effective People are integrated throughout instruction and all school activities. We are dedicated to providing our students with an exemplary educational experience and are committed to accountability, and continually strive to ensure that all stakeholders – students, parents, staff, and community – feel valued and included. Our mission at Henry F. Kammann is based on our aim to build capacity and ability by empowering our entire community, focusing on character, service, and academics. We've focused our attention on strategies proven by research and evidence. Our teachers have been trained on Visible Learning and collective teacher efficacy, based on the work by John Hattie. They have also had extensive training in the Data Teams Process. Under our multi-tiered systems of support framework, we continue to use Restorative Justice Discipline Practices and Positive Behavior Interventions and Supports to ensure a positive school climate. We continually strive to build positive student/teacher relationships as well as partnerships with our parents to best meet the unique needs of our students.

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

Henry F. Kammann Elementary School is home to one of our school district's Family Resource Centers (FRC), which serves as a resource hub for families affected by homelessness or in need of general support. FRC resources are generated through public and community donations. Understanding that emotional, psychological, and physical health is essential for learning, our students and families are able to access counseling services through our own school counselors, Hazel Health, Daybreak, and other service providers. Henry F. Kammann Elementary became a Blue Zones Project-approved school in the summer of 2022. We are committed to the principles of the Blue Zones Project Pledge that promotes a healthy lifestyle and disease

2025-26 School Description and Mission Statement

prevention.

The focus for Improvement :

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	101
Grade 2	91
Grade 3	110
Grade 4	94
Grade 5	100
Grade 6	101
Total Enrollment	743

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.5
Asian	0.7
Black or African American	0.5
Filipino	1.1
Hispanic or Latino	92.3
Two or More Races	1.1
White	2.8
English Learners	50.9
Foster Youth	0.4
Homeless	42.8
Migrant	4.8
Socioeconomically Disadvantaged	76.6
Students with Disabilities	12

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)	28	96.55	312.5	83.44	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.45	47	12.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8	2.14	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.53	15831.9	5.67
Total Teaching Positions	29	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)	26.3	84.07	319	81.94	231142.4	83.24
Intern Credential Holders Properly Assigned	3	9.56	13	3.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.37	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	31.3	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)	26	83.87	314.5	79.72	230039.4	100
Intern Credential Holders Properly Assigned	1	3.23	16.5	4.18	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.68	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	1	3.23	4	1.01	13705.8	4.91
Total Teaching Positions	31	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	1.00	2	2
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	3

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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	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	0	3.2
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, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 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%
Visual and Performing Arts	Silver Burdett, Music, K-6	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

School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides 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)	22	19	25	25	47	48
Mathematics (grades 3-8 and 11)	18	17	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	399	398	99.75	0.25	19.10
Female	195	194	99.49	0.51	25.77
Male	204	204	100.00	0.00	12.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	364	363	99.73	0.27	17.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	176	176	100.00	0.00	3.98
Foster Youth	--	--	--	--	--
Homeless	160	160	100.00	0.00	13.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	315	100.00	0.00	16.19
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	50	50	100.00	0.00	0.00

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	399	397	99.50	0.50	16.88
Female	195	193	98.97	1.03	19.17
Male	204	204	100.00	0.00	14.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	364	362	99.45	0.55	15.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	176	175	99.43	0.57	5.14
Foster Youth	--	--	--	--	--
Homeless	160	160	100.00	0.00	14.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	314	99.68	0.32	16.24
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	50	49	98.00	2.00	2.04

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)	21.65	9.09	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	100	99	99.00	1.00	9.09
Female	51	50	98.04	1.96	10.00
Male	49	49	100.00	0.00	8.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	92	98.92	1.08	6.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	41	41	100.00	0.00	2.44
Foster Youth	0	0	0	0	0
Homeless	44	44	100.00	0.00	4.55
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	6.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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

Parents play an important role in the school community. Our newly renovated Parent Center provides a warm, welcoming space for parents to meet, participate in learning opportunities, and develop a deeper connection to our mission. Our School Site Council approves the school's annual plan and budget. This group of parents, teachers, and administrators has scheduled monthly meetings to monitor the School Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our Parent-Teacher Organization is involved in many aspects of our school, including fundraising, volunteering, and enhancing programs for all of our students. We request feedback from our students and families through 2 important surveys twice annually. To become more involved, please call or visit the school office - (831) 753-5665. Parent Coordinator Guadalupe Alvarez can be contacted here at Kammann Elementary by calling 831-753-5665 or emailing galvarez@salinascity.k12.ca.us

Principal David Parr can be contacted here at Kammann Elementary by calling 831-753-5665 or emailing dparr@salinascityesd.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	787	771	172	22.3
Female	391	384	87	22.7
Male	396	387	85	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	725	710	162	22.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	22	4	18.2
English Learners	406	397	59	14.9
Foster Youth	--	--	--	--
Homeless	337	330	70	21.2
Socioeconomically Disadvantaged	629	616	145	23.5
Students Receiving Migrant Education Services	42	42	9	21.4
Students with Disabilities	102	101	27	26.7

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 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
2.8	2.98	1.91	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	1.91	0.00
Female	1.28	0.00
Male	2.53	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	2.07	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	2.96	0.00
Foster Youth	0.00	0.00
Homeless	2.97	0.00
Socioeconomically Disadvantaged	2.38	0.00
Students Receiving Migrant Education Services	4.76	0.00
Students with Disabilities	0.98	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. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge. We use the Raptor Visitor Management System to ensure that persons wishing to access the school campus are authorized to do so. Campus visitors are required to return to the school office upon leaving our school grounds. During lunch, recesses, and before and after school, assigned staff and administrators supervise students on school grounds. A video & audio security system was installed at the main entrance to assist our overall visitor management system. Students who leave prior to the end of the school day must be signed out at the school office by an authorized adult. Improved door hardware was installed that allows teachers and staff members to lock any door on our campus from the inside. Additionally, each classroom was provided with a simple device that makes it possible to keep the classroom door locked during instructional time, but still allows easy access to the classroom by authorized persons, including students. As necessary, this device can be instantly released, and the locked door pulled shut, thus greatly reducing the amount of time needed to secure the classroom. Discipline and safety procedures are reviewed with the staff throughout the school year. Each classroom has an "Emergency flip Chart" posted on the walls to have easy access to procedures and protocols. Makeshift toilets have been provided for every classroom. We periodically review playground rules with students to ensure safety on campus. Each classroom has a telephone and an intercom system. All staff have been trained in the "Big Five Immediate Action Emergency Response for Schools."

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

We review and revise our School Safety Plan annually with the school administration and parent groups (ELAC and SSC), and it is approved by the School Site Council. The current Comprehensive School Safety Plan was approved on December 1, 2025, by the School Site Council. Our plan includes procedures for various emergencies, exit routes, and inventories of emergency supplies. The school safety plan also includes our programs for a bully-free climate, implementation of Positive Behavior Intervention Supports (PBIS), and Leader in Me character development. Additionally, like all the schools in our district, we are continuing to implement Restorative Justice Practices (RJP). We strive to teach children vocabulary and mediation strategies to avoid and/or resolve conflicts. Students' emotional well-being is of top priority, and we employ the protocols of best practices to ensure student safety. The safety plan is available in our school office, and we share it with all staff during our staff meetings.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	5	0
1	24	0	4	0
2	24	0	4	0
3	24	0	4	0
4	26	0	4	0
5	26	0	4	0
6	25	0	4	0
Other	0	0	0	0

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	23	0	4	0
1	24	0	4	0
2	25	0	4	0
3	23	0	4	0
4	24	1	3	0
5	25	1	3	0
6	24	0	4	0
Other	10	1	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	20	1	4	
1	24		4	
2	22		4	
3	27		4	
4	24		4	
5	25	1	3	
6	25	1	3	
Other	12	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
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	7446	301	7145	70866.42
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	-14.0	-21.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-40.5	-30.5

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

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

1. Sweat III / Mindset Academy (Assemblies, Small Group Coaching, Recess Support)
2. STEAM Lab Teacher/Materials
3. Substitute Teachers for Professional Learning Walks, on-site, and other district schools
4. Art Club
5. E-Sports Club
6. Field trips to support core instruction
7. Secret Stories: a Science of Reading-based support program for grades K-2.
8. Leader in Me consumable instructional materials.
9. After school, ELPAC Extravaganza; exam preparation for the English Language Proficiency Assessments for California (ELPAC)

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, Kammann Elementary staff is participating in the following professional development:

1. Leader in Me
2. Restorative Justice
3. Renaissance (student performance data analytics)
4. Tools and strategies for the effective use of instructional technologies

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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