Baseline Systems Study
NATIVIDAD ELEMENTARY

Salinas City Elementary School District

orenda
Shattering Inequitable Education Systems

March 2025

Sweet Spots…


Celebrate Student Success
Staff
Counselors
Students are Ready
Safe Space for Students
Respectful, Responsible, Ready to Learn
Active Admin
ELD Structures
Coaches

My Dream School …

"Students would be exposed to different learning experiences. They would be exposed to science, art, music and have plenty of field trip experiences."

"Everyone would hold very high expectations for all students"

"I wish that the buildings were newer/renovated."

"I would want my school to hold the Seal of Excellence."

"singing assemblies, the talent shows, the science fairs, the games of teachers against students"

"a well stocked library"

"sports"

"strong parent & community engagement"



"teachers would have all the resources they need to ensure all students get a good education"

"students would achieve both academic and behavioral goals"

"more mental health support/wellness centers."

"It's already a great place. The environment is great. We are headed in the right direction"

" The school would be a hub of workshops and support for both students and parents."

N = 45

33 Teachers; 2 Counselors; 8 Support Staff; 2 Admin

Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



What can be done to accelerate student success?



Commendations



- School facilities and classrooms are welcoming and conducive to student learning
- Staff is dedicated to student, school, and adult success
- Teachers and staff are understanding and show empathy and kindness
- Students are ready to learn.
- Genuine concern for student social emotional well being.

But first…..Some Relevant Context



Demographics



Mobility

Salinas City Elementary School District

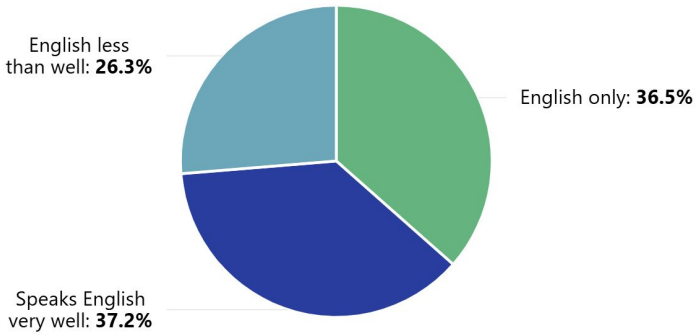
Community

Total Population
84,853

Median Household Income |
$82,025

Total Households
25,129

Language spoken at home (children 5 years and over)



Health

3.1% with a **Disability** |

97.0% with **Health Insurance coverage** |

Households with Broadband Internet |
92.4%

Poverty and Benefits (in the past 12 months)

21.1% Families with income below the poverty level |

14.4% Families with Food Stamp/ SNAP benefits |

Housing Structure Type

House
61.6%

Apartments/Other
38.3%

https://nces.ed.gov/Programs/Edge/ACSDashboard/

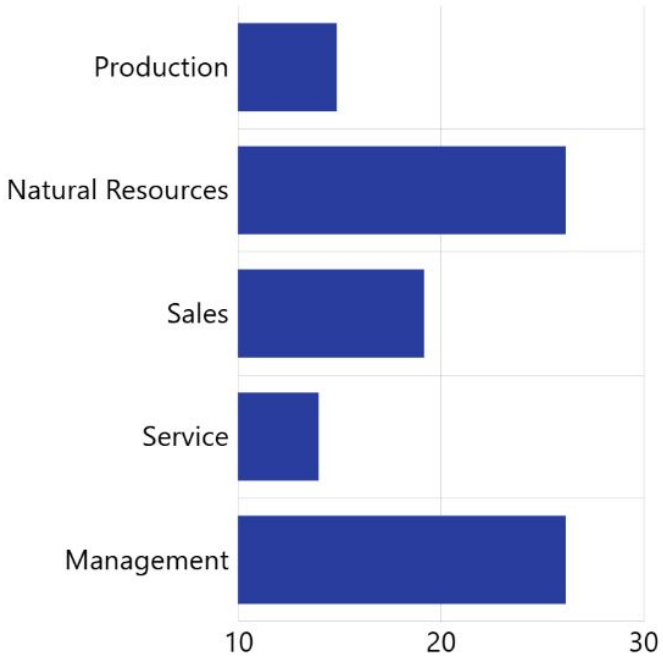
Salinas City Elementary School District

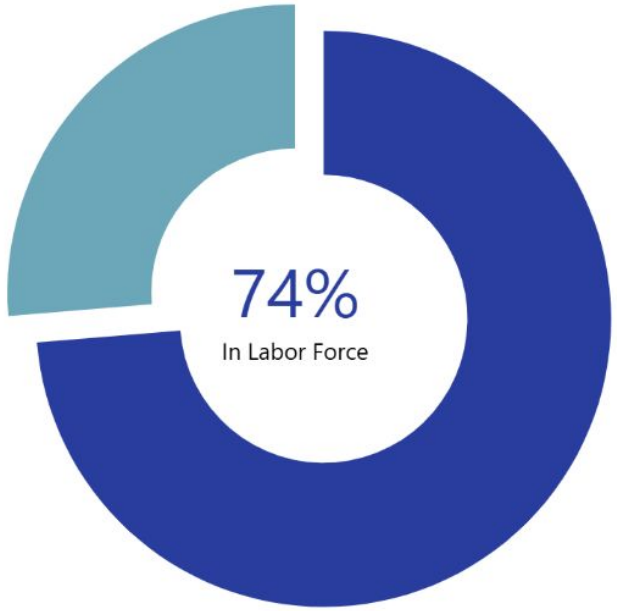
Parents (of children in public school)

Median Income of Households
$78,424

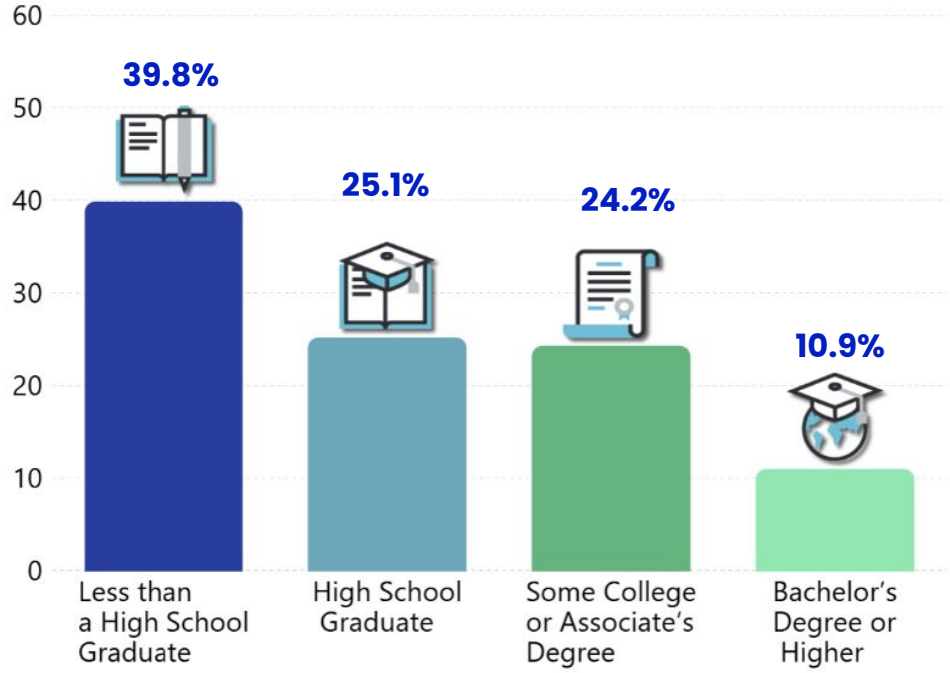
Housing Status of Families
67.0% renter-occupied | **33.0%** owner-occupied

Labor Force Status





Educational Attainment



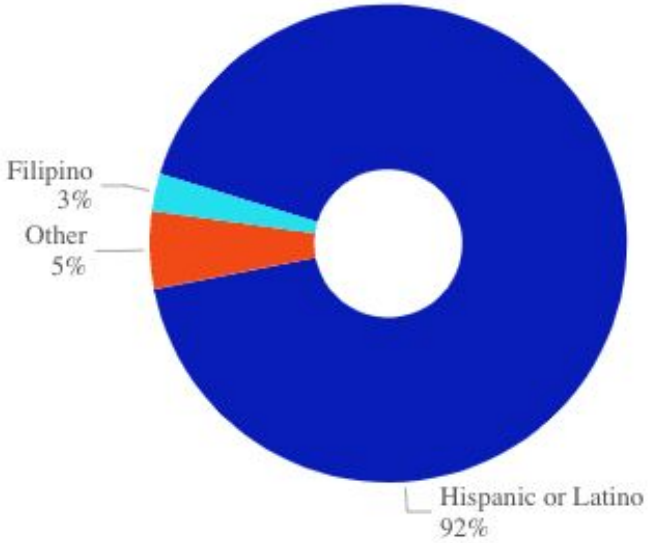


2020 & 2022 Census Da

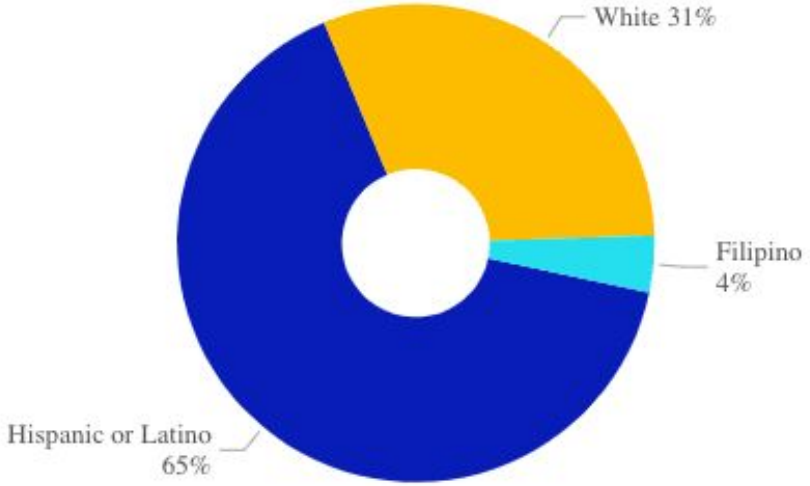
What is the demographic makeup of students & adults at Natividad Elementary?

2023-2024 Student Enrollment = 706(TK-6)

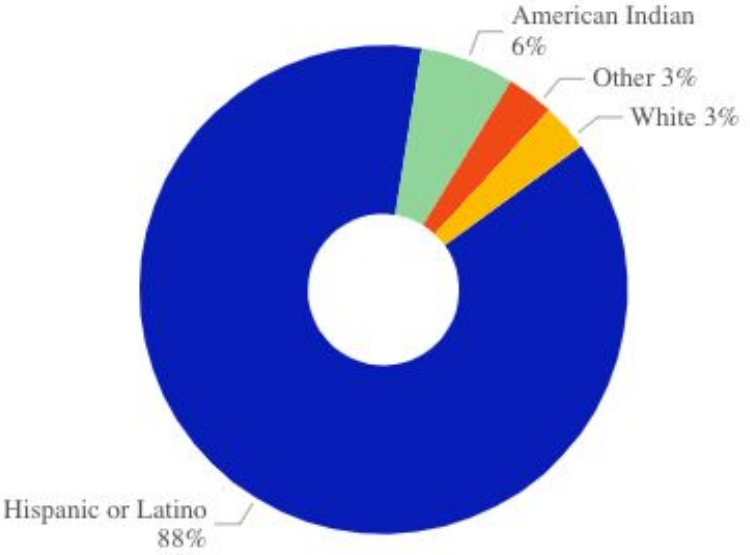
Students



Teachers



Classified Staff

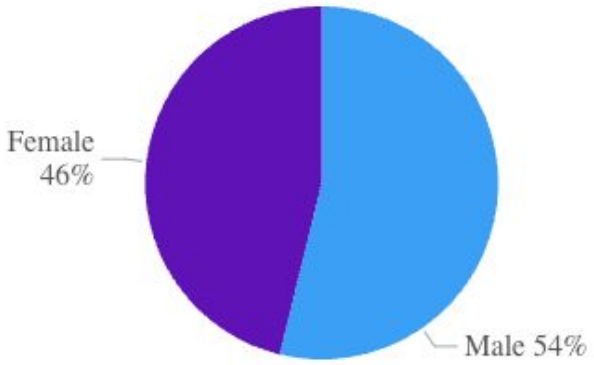


Demographic groups representing <2% of the population, as well as those identifying as two or more races, multiple, declined to state, or not reported, are categorized as 'Other.'

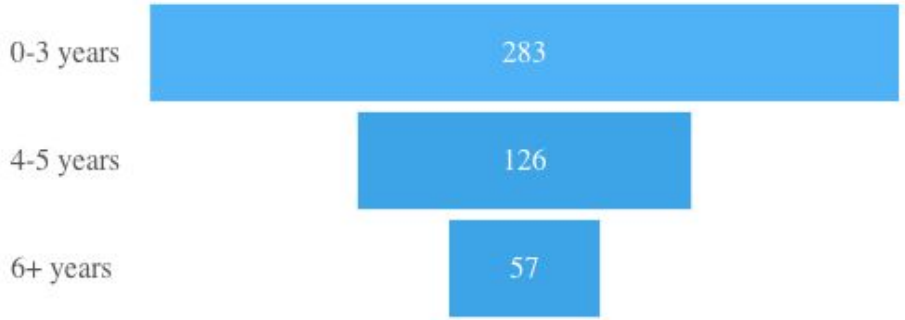
What is the demographic makeup of students at Natividad Elementary?

2023-2024 Student Enrollment = 706

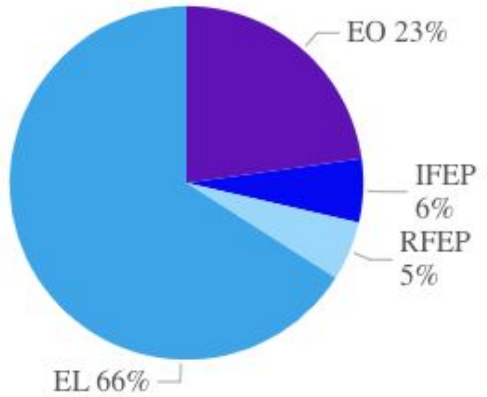
Gender



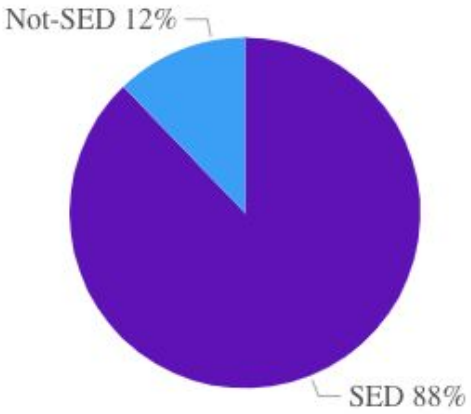
English Learners



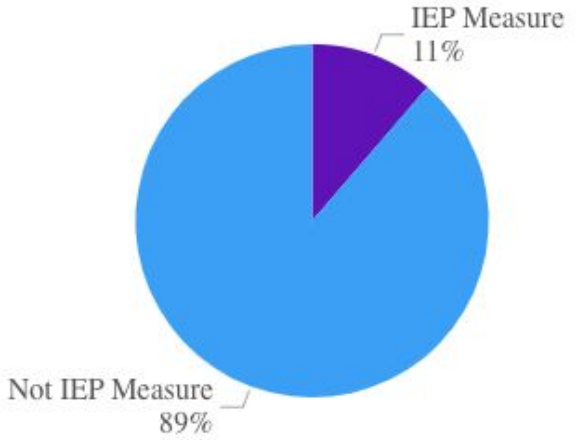
Language Fluency



Socioeconomically Disadvantaged



Students on an IEP

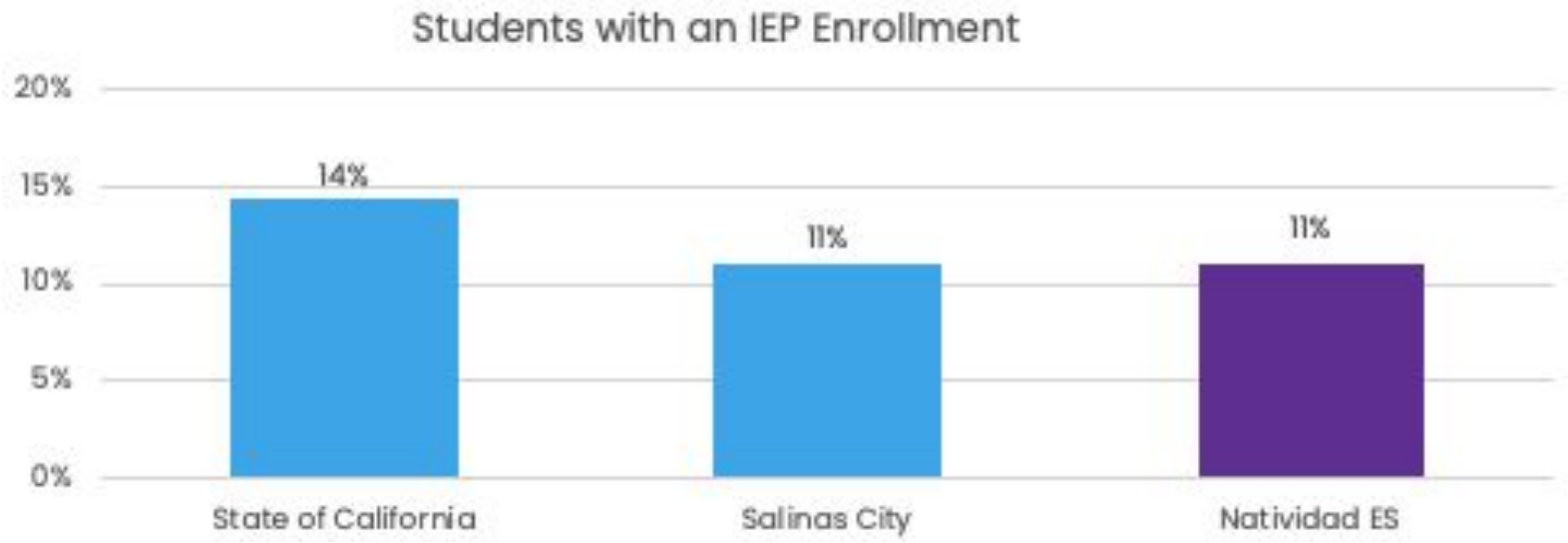


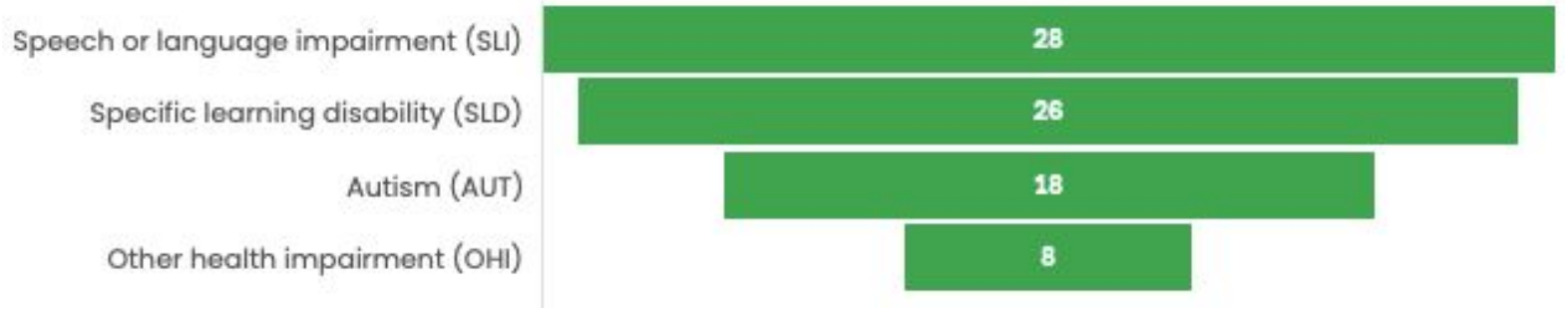
Dq.cde.ca.gov District SIS (CALPADS)

What do we know about students with an IEP at Natividad Elementary?

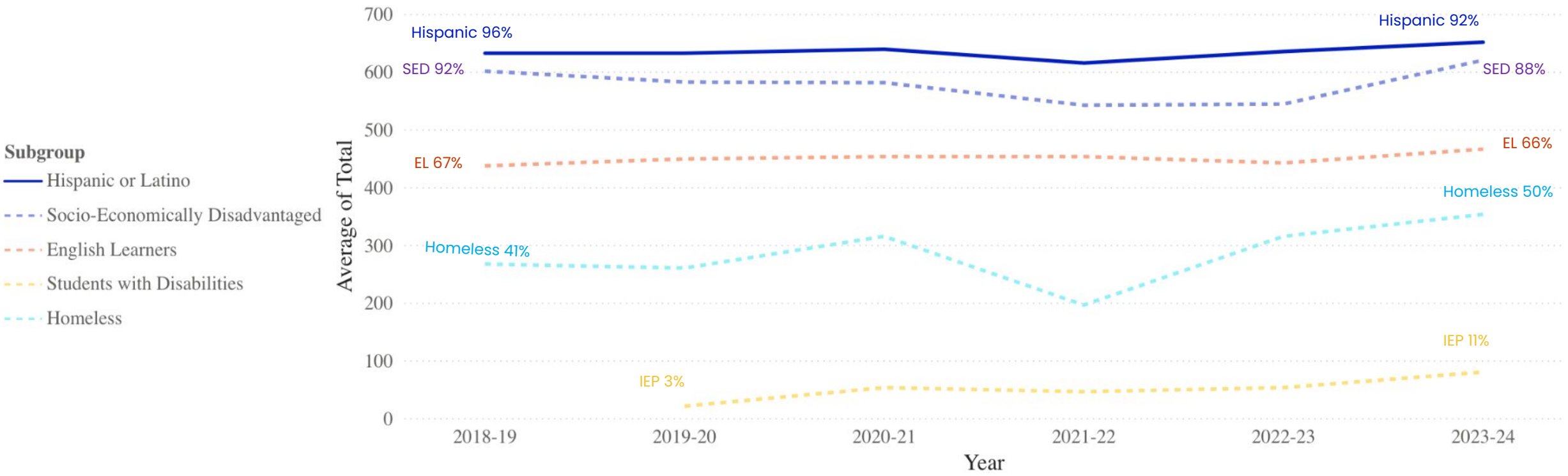
Student Group	#Total	# SWD	%SWD
Female	326	16	5%
Male	380	64	17%
Economic Status			
Non-SED	86	10	12%
SED	620	70	11%
Homeless	353	36	10%
Non-Homeless	353	44	12%
Language Fluency			
EO	161	26	16%
IFEP	41	0	0%
RFEP	38	0	0%
EL	**466**	**54**	**12%**
EL 6+	109	8	7%
EL 4-5	138	23	17%
EL 0-3	219	23	11%
Ethnicity			
Filipino	18	2	11%
Hispanic	651	74	11%
Other	37	4	11%
All Students	**706**	**80**	**11%**

92.2% of Homeless population are "Temporarily Doubled-up"





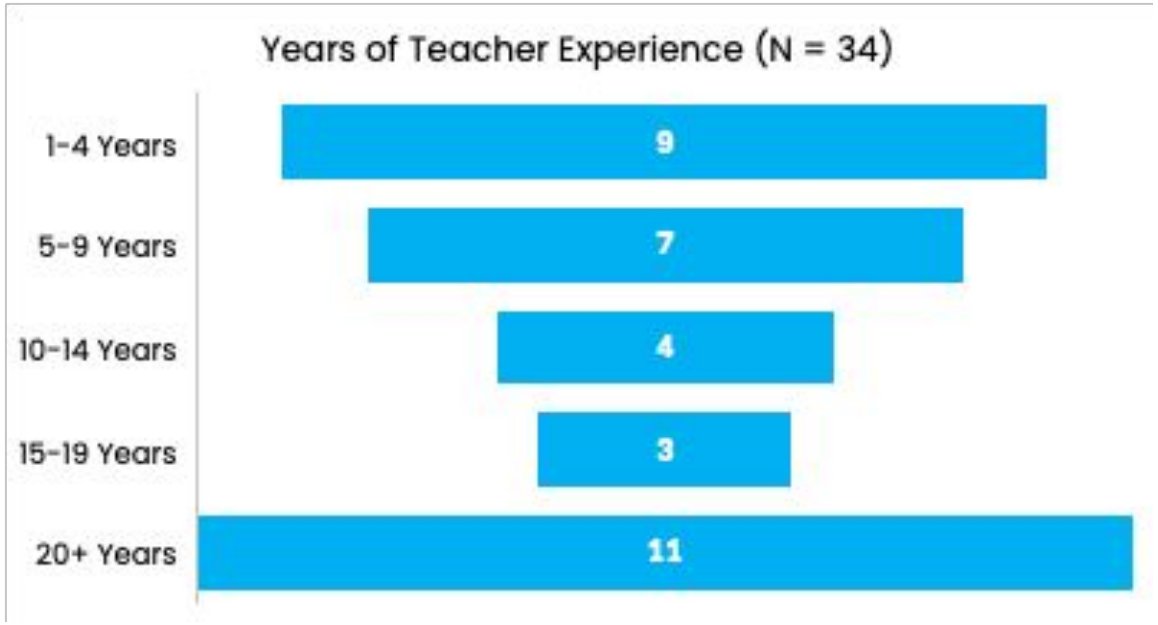
Has the demographics changed at Natividad Elementary over time?

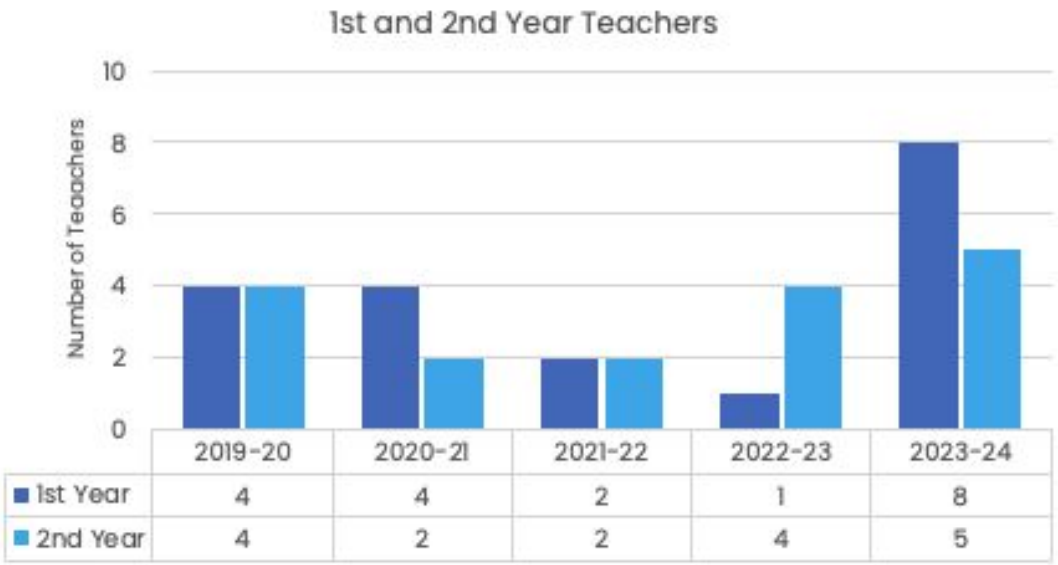


Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	656	666	674	658	681	706
Hispanic or Latino	632	632	639	615	635	651
Socio-Economically Disadvantaged	601	582	581	542	544	620
English Learners	437	449	453	453	442	466
Students with Disabilities		21	53	46	53	80
Homeless	267	260	315	196	315	353

https://dq.cde.ca.gov/dataquest/

What is the staff turnover rate at Natividad Elementary?





There were 19 first-year teachers during the last 5 years out of an average of 34 teachers

56% Teacher Turnover (5 Years)

11% Average Annual Turnover

15% Average Annual Turnover in State of California
(doubled since 2018)

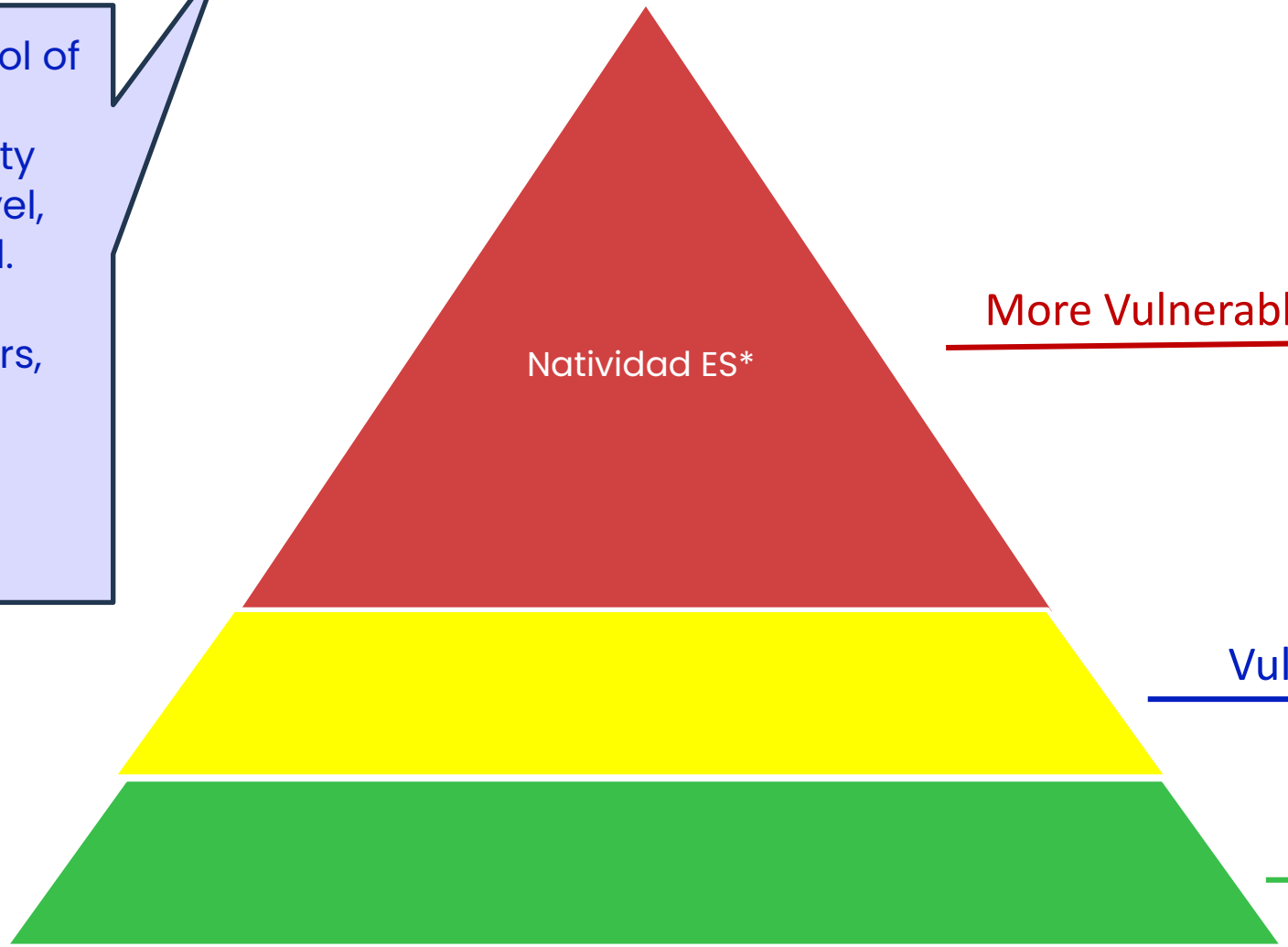
Staff Stability

But first, Context is important

Issues outside of the control of school impact student outcomes. Such community factors include income level, crime, and education level. Neighborhoods determine numbers of English Learners, students with disabilities, and student mobility, that also require schools to respond in different ways.



* Seven Deep Dive schools
All the rest were Light Touch



More Vulnerable

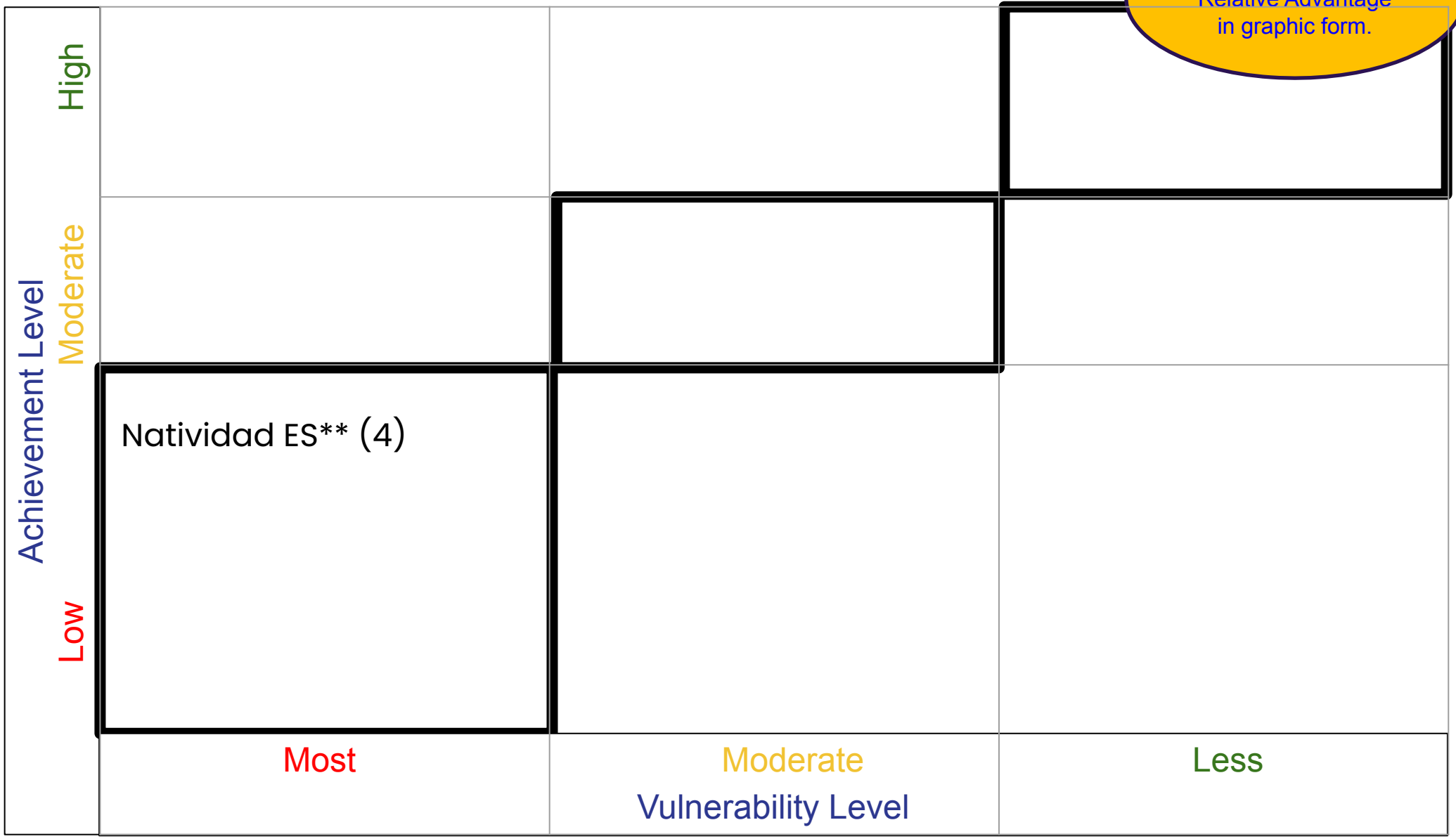
Vulnerable

Less Vulnerable

Schools listed in order of Vulnerability (most vulnerable to least vulnerable)

Relative Advantage of District Schools based on 2024 results (with similar school percentiles)

This table shows Relative Advantage in graphic form.



LEGEND

Dark borders on the **diagonal** indicate that schools are achieving **AT their predicted level**, based on vulnerability. Schools **above** the diagonal are **surpassing** predictions. Schools **below** the diagonal are **not meeting** predictions.

** **Deep Dive**
* Light Touch

The Concept of Relative Advantage

Schools' Relative Advantage with Detail (range -80 to +80)

B

Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level
706		Yes	92%	0%	88%	5	9%	66%	14%	11%	18	Most Vulnerable

When ranking Natividad's vulnerability using factors outside of the schools immediate control, Natividad is less vulnerable than 18% of schools in the state.

Natividad is in the "Most Vulnerable" category

Vulnerability is a construct comprised of following factors:

- SED
- Violent Crime per 1,000
- College Degrees
- English Learners
- Student Mobility
- Students on an IEP

Vulnerability Percentile (B)

the lower the percentile, the higher the vulnerability

Vulnerability Level:

Most Vulnerable, Vulnerable,Less Vulnerable

The Concept of Relative Advantage

Achievement is a construct comprised of following factors:

- SBAC ELA overall & SED
- SBAC Math overall & SED
- HS: Grad Rate overall & SED
- HS: A-G Overall & SED

State Rank Percentile (A)

The higher the percentile, the higher the achievement

Achievement Level:

Low, Moderate, High

Schools' Relative Advantage with Detail (range -80 to +80)

A

Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades	Grad Rate	SED Grad Rate	A-G	SED A-G
-18	Low	0	4	16%	14%	9%	8%				

When ranking Natividad's academic achievement using SBAC scores for ELA and Math for all students and currently socioeconomic disadvantaged students, Natividad is outperformed by 99% of all schools and 96% of similarly vulnerable schools in the state.

Natividad is in the "Low Achievement" category.

Relative Advantage: Are Demographics determining destiny in Natividad Elementary?

A positive relative advantage indicates the degree to which a school is outperforming their vulnerability, while a negative relative advantage indicates the degree to which a school is underperforming their vulnerability.

Schools' Relative Advantage with Detail 2022-2023 (range -80 to +80)

When subtracting vulnerability from achievement, the remaining difference represents a school's "Relative Advantage"

B **= A-B** **A**

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	681		Yes	93%	0%	80%	5	9%	65%	12%	8%	17	Most Vulnerable	-17	Low	0	4	19%	18%	14%	13%

Relative Advantage = A - B

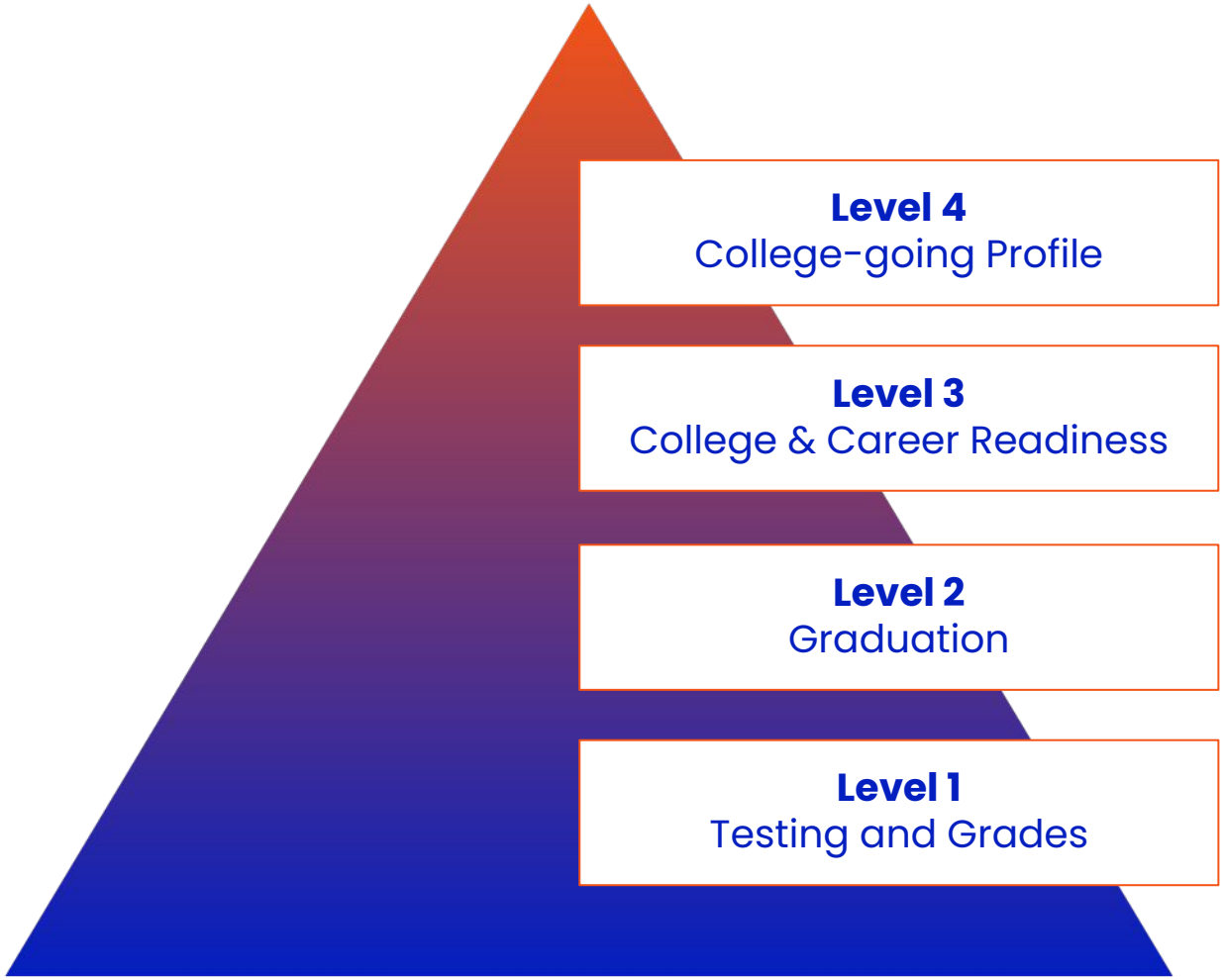
Schools' Relative Advantage with Detail 2023-2024

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	706		Yes	92%	0%	88%	5	9%	66%	14%	11%	18	Most Vulnerable	-18	Low	0	4	16%	14%	9%	8%

What is the student success profile?



What is the student success profile?





Level 1
Testing and Grades



Preview:

- In general, instruction is not overriding demographics and vulnerability
- Data trends pre-pandemic showed growth in most student groups but have been in decline in post-pandemic years with gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English far behind the rest of the pack.
- Current outcomes do not match teacher efforts.

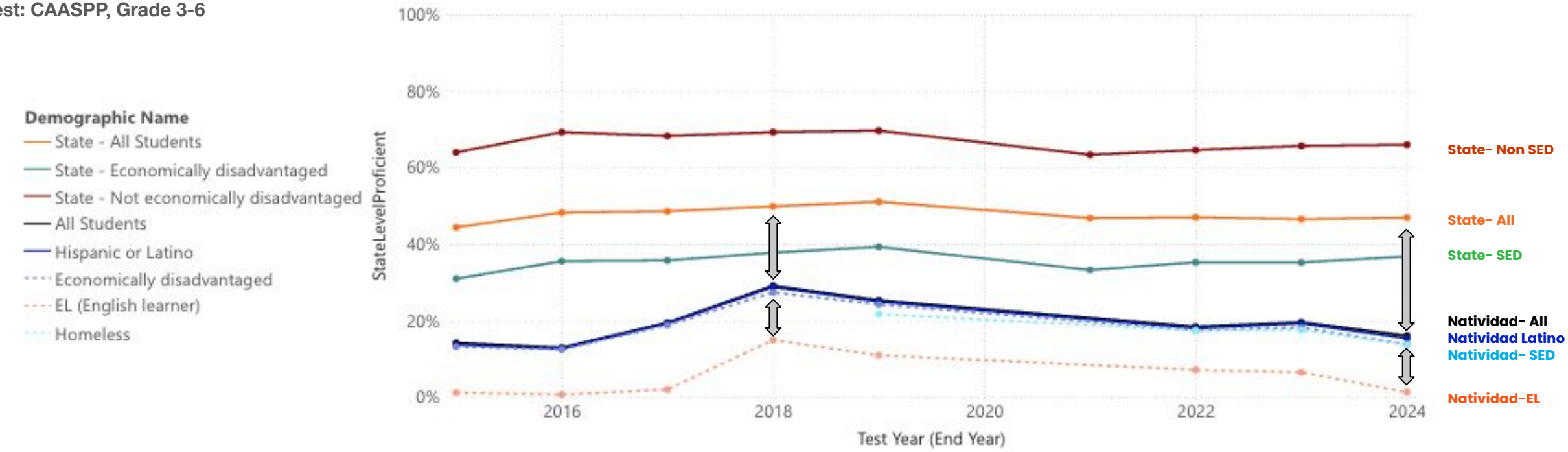
X marks the Spot where Equity Lives



What is the gap between groups on ELA SBAC over time at Natividad Elementary?

At or Above Standard in English Language Arts
Test: CAASPP, Grade 3-6

2024 ELA: At or Above Standard

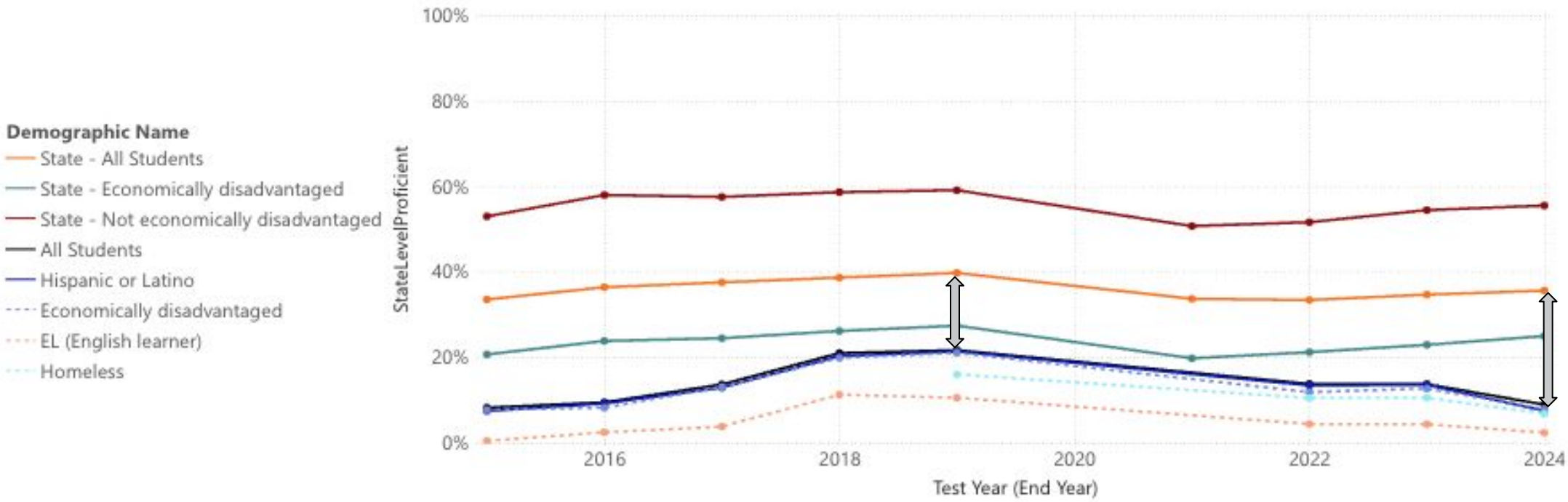


Demographic Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	44%	48%	49%	50%	51%	47%	47%	47%
State - Economically disadvantaged	31%	36%	36%	38%	39%	35%	35%	37%
State - Not economically disadvantaged	64%	69%	68%	69%	70%	65%	66%	66%
All Students	14%	13%	20%	29%	25%	18%	20%	16%
Hispanic or Latino	14%	13%	19%	29%	25%	18%	19%	15%
Economically disadvantaged	13%	13%	19%	27%	24%	18%	18%	14%
EL (English learner)	1%	1%	2%	15%	11%	7%	7%	1%
Homeless					22%	17%	18%	14%

What is the gap between groups on Math SBAC over time at Natividad Elementary?

At or Above Standard in Mathematics
Test: CAASPP, Grade 3-6

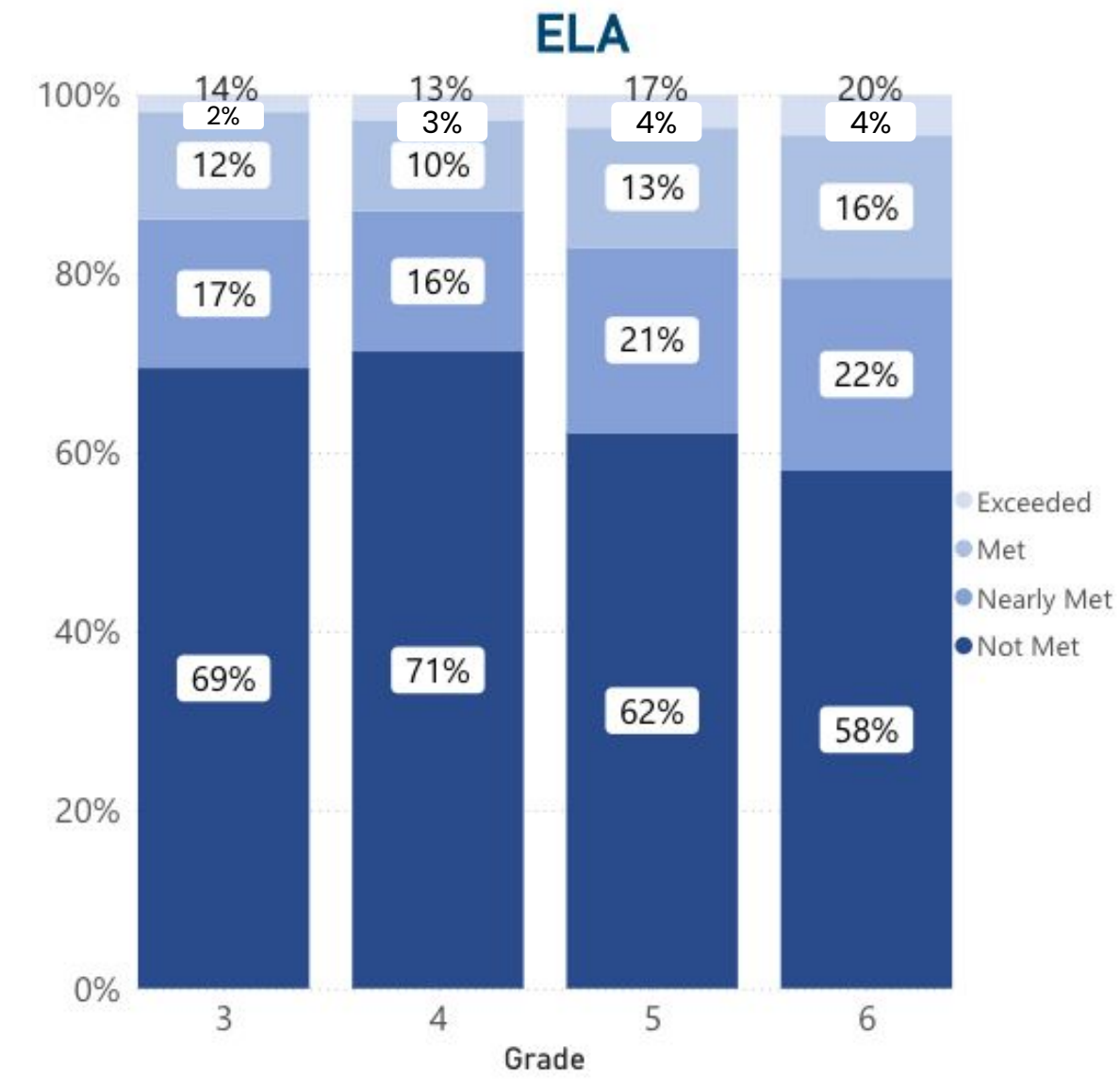
2024 Math: At or Above Standard

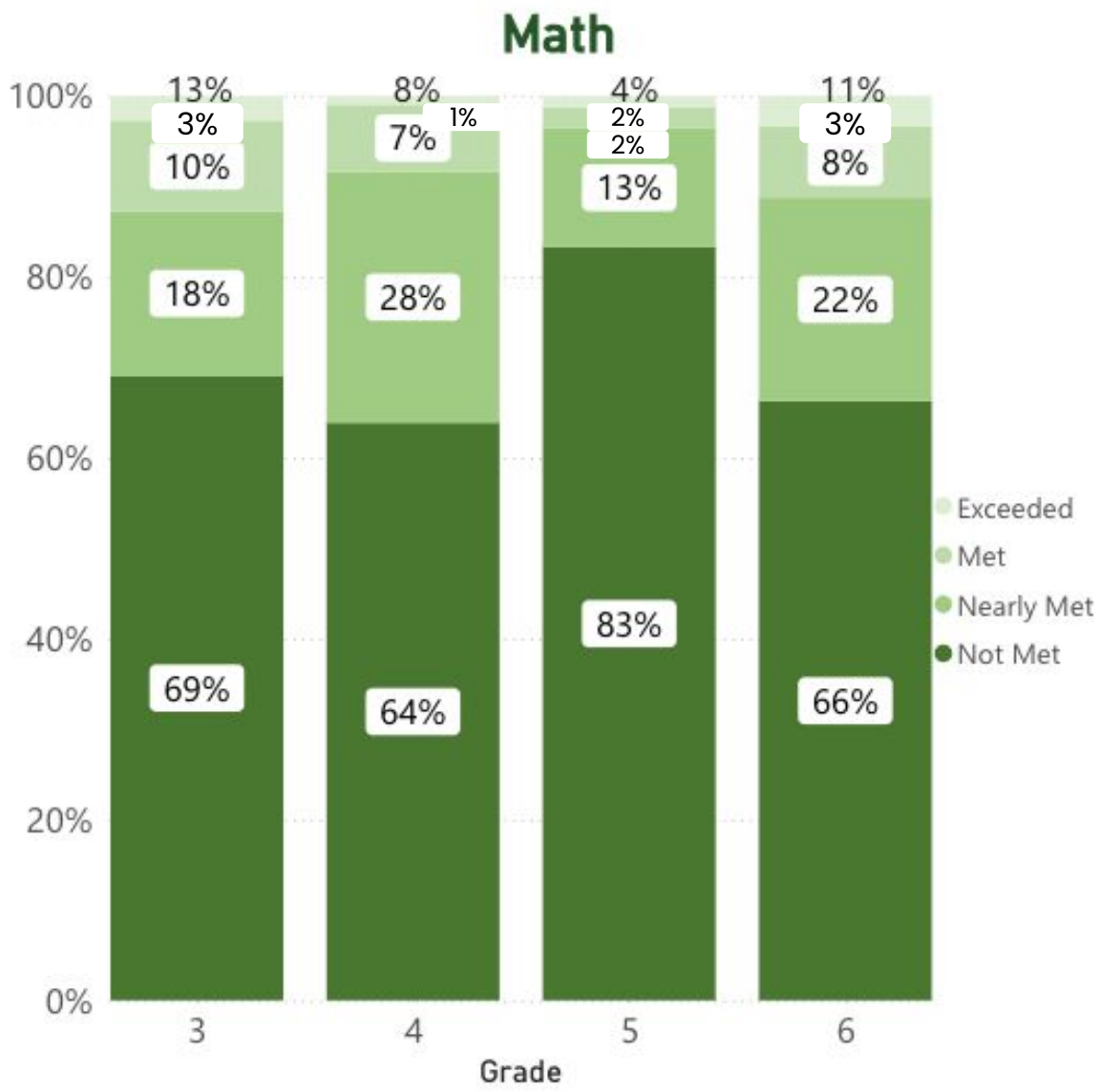


Demographic_Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	34%	36%	38%	39%	40%	33%	35%	36%
State - Economically disadvantaged	21%	24%	25%	26%	27%	21%	23%	25%
State - Not economically disadvantaged	53%	58%	58%	59%	59%	52%	54%	56%
All Students	8%	10%	14%	21%	22%	14%	14%	9%
Hispanic or Latino	8%	9%	13%	20%	21%	13%	14%	8%
Economically disadvantaged	8%	8%	13%	20%	21%	12%	13%	8%
EL (English learner)	1%	3%	4%	11%	11%	4%	4%	2%
Homeless					16%	11%	11%	7%

Dq.cde.ca.gov and Dataquest
Updated 10/2024

What is the percentage of students “Meeting Standards” in ELA and Math on 2024 SBAC?





Are Students Moving Up an ELPAC Level Each Year in Each Program?

Grades 2-4 only*



Overall

2023 Grade Level	Change in Overall Performance Level on ELPAC (2023 to 2024) -1	0	1	2	3	Total	Growing Min. 1 Level
2nd	11	31	15	2		59	29%
3rd	1	31	23	3		58	45%
4th	2	20	18	1		41	46%
Total	14	82	56	6		158	39%

DLI

2023 Grade Level	Change in Overall Performance Level on ELPAC (2023 to 2024) -1	0	1	2	3	Total	Growing Min. 1 Level
2nd	3	13	12	2	0	30	47%
3rd	0	25	8	0	0	33	24%
4th	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	3	38	20	2	0	63	35%

SEI

2023 Grade Level	Change in Overall Performance Level on ELPAC (2023 to 2024) -1	0	1	2	3	Total	Growing Min. 1 Level
2nd	8	18	3	0	0	29	10%
3rd	1	6	15	3	0	25	72%
4th	1	6	8	0	0	15	53%
Total	10	30	26	3	0	69	42%

* Using TK/K & K/1 changes were too volatile for comparison purposes

How Do Students in DLI Classes Perform in SLA Assessments??

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Grade	Min Score Reporting Range	Max Score Reporting Range	Level 1 Score Reporting Range	Level 2 Score Reporting Range	Level 3 Score Reporting Range
3 (N=47)	300	399	300-348 (343)	349-359	360-399
4 (N=48)	400	499	400-448 (442)	449-459	460-499
5	500	599	500-545	546-559	560-599
6	600	699	600-647	548-659	660-699

2022-23 →

2023-24 →

No SLA at this school site after 4th grade.

How well do students persist through the Dual Language Program at Natividad Elementary?

In the 2019-2020 school year, 24 students initially enrolled in one of two kindergarten dual immersion classes at Natividad Elementary. Below is a summary of the composition and results for Class One.

Students ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	LF	CAASPP	ELPAC	SLA SS	SLA Level
1	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	2		440	1
2	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	439	1
3	M	Hispanic	EL	KN	1	2	3	4	RFEP	3		441	1
4	M	Am Indian/	EL	KN	1	2	3	4	EL	1	3	435	1
5	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	441	1
6	M	Hispanic	EL	KN	1	2	3	4	EL	2	3	444	1
7	F	Hispanic	EO	KN	1	2	3	4	EO	1		439	1
8	F	Hispanic	EL	KN	1	2	3	4	EL	2	3	442	1
9	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	438	1
10	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		435	1
11	M	Hispanic	EL	KN	1	2	3	4	RFEP	4		447	1
12	F	Hispanic	EL	KN	1	2	3	4	EL	3		458	2
13	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	451	2
14	M	Hispanic	EO	KN	1	2	3	4	EO	2			
15	M	Hispanic	EL	KN	1	2	3	4	EL	1	4	433	1
16	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	441	1
17	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	447	1
18	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	448	1
19	M	Hispanic	EL	KN	1	2	3	4	RFEP	4		444	1
20	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		437	1
21	F	Hispanic	EL	KN	1							Average 442 = Level 1	
22	M	Hispanic	EL	KN									
23	M	Hispanic	EL	KN									
24	F	Hispanic	EL	KN									

- **24 students initially enrolled:** 23 Hispanic, 1 Am-Ind
- **Language Fluency**: 19 English Learners (ELs), while 2 English Only (EO), 3 Initially Fluent English Proficient (IFEP).
- **Persistence Rate**: By the 2023-2024 school year, 20 of these students remained continuously enrolled through 4th grade, resulting in a persistence rate of 83%.
- **Students Who Left**: 4 EL
- **CAASPP ELA Results (2024):**
  - 12 students received "Not Met."
  - 4 students received "Standard Nearly Met."
  - 2 students received "Standard Met."
  - 2 student received "Standard Exceeded."
- **CSA Results (2024):**
  - 17 students received "Limited"
  - 2 students received "Moderate"
  - 0 students received "High"
- **English Language Fluency Level (ELPAC 2024):**
  - 0 students Beginning
  - 0 students Somewhat Developed
  - 10 students Moderately Developed
  - 1 student Well Developed
- **Reclassification:**
  - 3 out of the 15 EL students reclassified prior to 4th grade with 1 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

How well do students persist through the Dual Immersion Program at Natividad Elementary?

In the 2019-2020 school year, 24 students initially enrolled in one of two kindergarten dual immersion classes at Natividad Elementary. Below is a summary of the composition and results for Class Two.

Students ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	LF	CAASPP	ELPAC	SLA SS	SLA Level
1	M	Hispanic	EL	KN	1	2	3	4	EL	1	1	429	1
2	M	Hispanic	EL	KN	1	2	3	4	EL	1		439	1
3	F	Hispanic	EL	KN	1	2	3	4	EL	1	2		
4	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	448	1
5	M	Hispanic	EL	KN	1	2	3	4	EL	1	4	447	1
6	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	437	1
7	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	439	1
8	F	Hispanic	EL	KN	1	2	3	4	EL	1	2	438	1
9	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	435	1
10	M	Hispanic	EL	KN	1	2	3	4	EL	1	1	437	1
11	M	Hispanic	EL	KN	1	2	3	4	EL	1	4	437	1
12	F	Hispanic	EL	KN	1	2	3	4	EL	1		439	1
13	M	Hispanic	EL	KN	1	2	3	4	EL	1		453	2
14	F	Hispanic	EL	KN	1	2	3	4	RFEP	1		451	2
15	M	Hispanic	EL	KN	1	2	3	4	EL	3			
16	F	Hispanic	EL	KN	1	2	3	4	EL	2	3	449	2
17	M	Hispanic	EL	KN	1	2	3	4	EL	1	2	432	1
18	F	Hispanic	EL	KN	1	2	3	4	EL	1	2	434	1
19	F	Hispanic	EO	KN	1	2	3				**Average**	**Average 440 = Level 1**	
20	F	Hispanic	EL	KN	1	2	3						
21	M	Hispanic	EL	KN	1	2	3						
22	F	Hispanic	IFEP	KN	1	2							
23	F	Missing	EL	KN	1	2							
24	M	Hispanic	EL	KN	1								

- **24 students initially enrolled:** 23 Hispanic, 1 Missing
- **Language Fluency**: 22 English Learners (ELs), 1 English Only (EO) 1 Fluent English Proficient (IFEP)
- **Persistence Rate**: By the 2023-2024 school year, 18 of these students remained continuously enrolled through 4th grade, resulting in a persistence rate of 75%.
- **Students Who Left**: 1 IFEP, 1 EO, and 4 EL
- **CAASPP ELA Results (2024):**
  - 16 students received "Not Met."
  - 1 student received "Standard Nearly Met."
  - 1 student received "Standard Met."
  - 0 student received "Standard Exceeded."
- **CSA Results (2024):**
  - 13 students received "Limited"
  - 3 students received "Moderate"
  - 0 students received "High"
- **English Language Fluency Level (ELPAC 2024):**
  - 2 students Beginning
  - 4 students Somewhat Developed
  - 5 students Moderately Developed
  - 2 students Well Developed
- **Reclassification:**
  - 1 out of the 18 EL students reclassified prior to 4th grade with 2 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

Level 2
Graduation



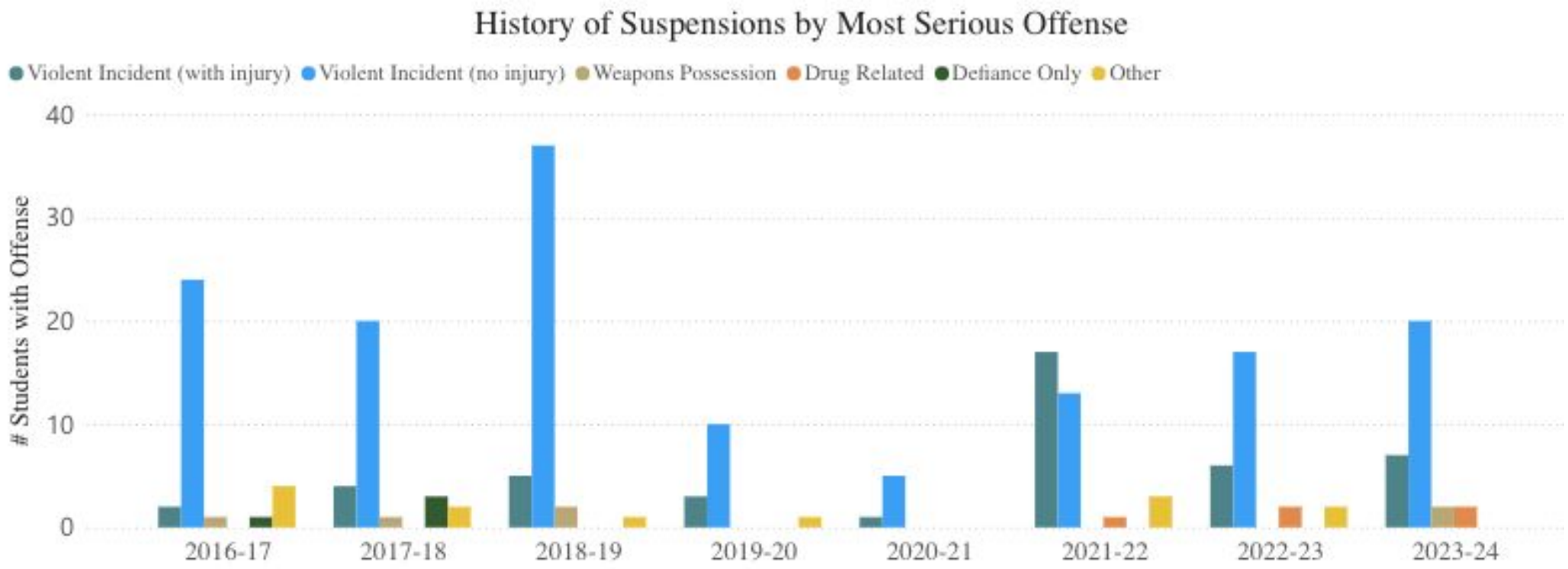
High rates of chronic absenteeism and suspensions in early grades often predict students not graduating from high school...

- Natividad has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates in Natividad have decreased in most categories since the pre-pandemic years and remain low.
- The higher retention of students means that Natividad can claim responsibility for student learning.

Who is chronically absent at Natividad Elementary?

Chronic Absenteeism Student Group	2017-18 Rate	2018-19 Rate	2020-21 Rate	2021-22 Rate	2022-23 Rate	2023-24 Rate	2017-18 Eligible Number	2018-19 Eligible Number	2020-21 Eligible Number	2021-22 Eligible Number	2022-23 Eligible Number	2023-24 Eligible Number
State of California	11%	12%	14%	30%	25%	20%	6,315,131	6,258,845	6,072,413	5,995,399	5,958,889	5,958,444
All Students	9%	10%	14%	37%	29%	22%	693	693	699	693	714	755
English Learners	6%	8%	10%	33%	22%	18%	473	464	473	481	491	503
Migrant	4%	6%	11%	36%	30%	25%	46	68	54	33	33	49
Homeless	10%	10%	18%	36%	28%	20%	275	313	348	220	333	384
Socioeconomically Disadvantaged	9%	10%	15%	37%	29%	22%	639	653	636	611	617	673
Students with Disabilities	13%	13%	29%	61%	39%	29%	46	53	59	59	65	108
Hispanic or Latino	9%	10%	14%	38%	28%	22%	661	668	659	645	665	696

What are the offenses for suspension at Natividad Elementary?



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Violent Incident (with injury)	2	4	5	3	1	17	6	7
Violent Incident (no injury)	24	20	37	10	5	13	17	20
Weapons Possession	1	1	2	0	0	0	0	2
Drug Related	0	0	0	0	0	1	2	2
Defiance Only	1	3	0	0	0	0	0	0
Other	4	2	1	1	0	3	2	0
Total Suspensions	32	30	45	14	6	34	27	31

Only one incident is recorded per student each year for Most Serious Offense; whereas Suspension Rate includes all offenses committed by a student

What can stability patterns tell us about school climate?

Students who began Kinder grade at Natividad in 2018 - 19	
K grade (2018-19)	90
1st grade (2019-20)	75
2nd grade (2020-21)	69
3rd grade (2021-22)	63
4th grade (2022-23)	60
5th grade (2023-24)	51
and remained for 6 years	57%

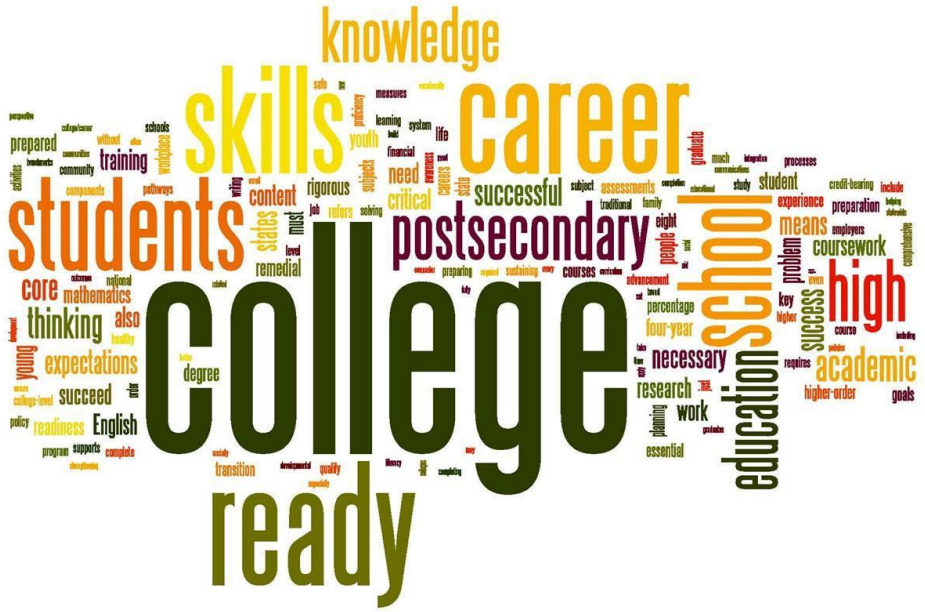
Students who began Kinder grade at Natividad in 2017 - 18	
K grade (2017-18)	88
1st grade (2018-19)	78
2nd grade (2019-20)	71
3rd grade (2020-21)	65
4th grade (2021-22)	58
5th grade (2022-23)	56
6th grade (2023-24)	54
and remained for 7 years	61%

Students who began 1st grade at Natividad in 2017 - 18	
1st grade (2017-18)	89
2nd grade (2018-19)	82
3rd grade (2019-20)	73
4th grade (2020-21)	71
5th grade (2021-22)	69
6th grade (2022-23)	66
and remained for 6 years	74%

Students who began 2nd grade at Natividad in 2017 - 18	
2nd grade (2017-18)	106
3rd grade (2018-19)	88
4th grade (2019-20)	83
5th grade (2020-21)	78
6th grade (2021-22)	69
and remained for 5 years	65%

Above are four (4) separate cohorts of students who remained at the school for their respective years.

Level 3
College & Career Readiness



Preview:

- 72% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 96% (50/52 students) of the ELs who leave Natividad ES to middle school, leave as LTELS.

What do we know about English Learners at Natividad Elementary?

On Track 28%

Emergent Bilinguals by US Enrollment and ELPAC Level 2023-24

Years	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)	RFEP	Total
0	12	0	0	0	0	12
1	29	26	8	6	0	69
2	16	22	15	2	0	55
3	8	16	19	4	0	47
4	6	20	15	2	6	49
5	7	13	22	9	4	55
6	2	8	24	9	9	52
7	2	7	20	6	15	50
8	0	2	1	0	4	7
Grand Total	82	114	124	38	38	396
Total	41	66	82	24	0	213
	On Watch 54%					

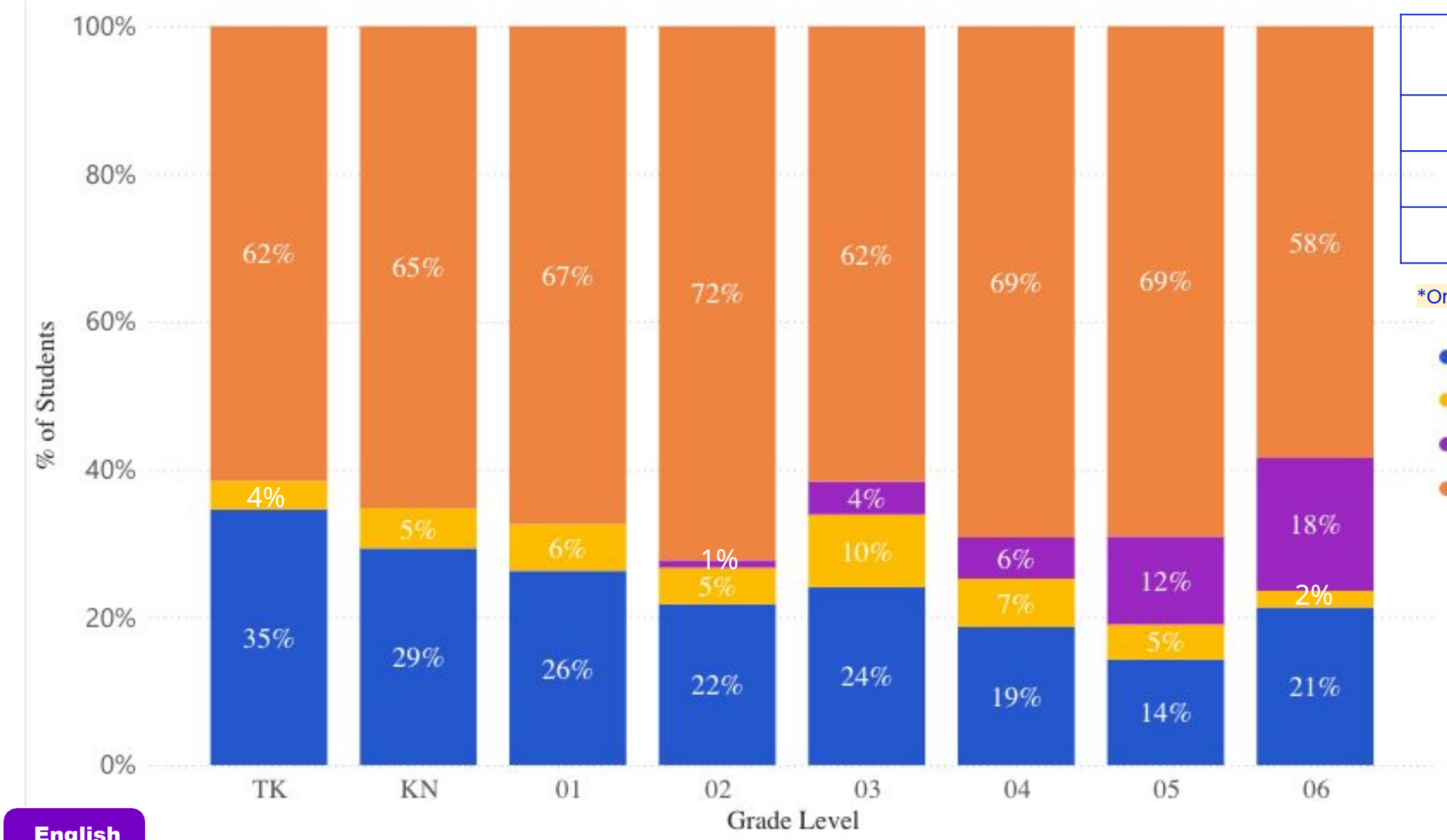


38 students have satisfied the ELPAC threshold for reclassification, yet are not meeting one or more local measures.

English Learners that also received IEP services not included (71)

English Learners

What is the Language Fluency of Natividad Elementary by grade level?



*52 EL Students going to Middle School	
6+ Years	50 students
4-5 Years	2 students
0-3 years	0 students

*On IEP 5 students 6+, 1 student 4-5 Years

English Learners

Level 4
College-going Profile

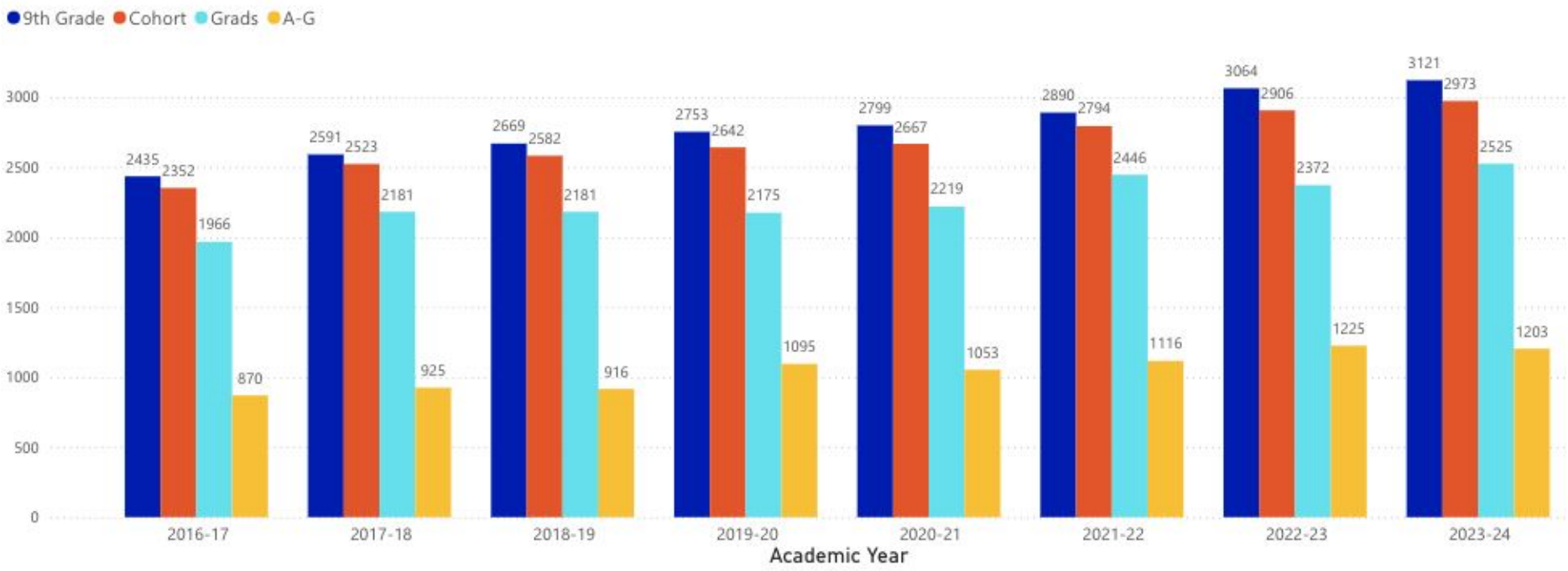


Preview:

- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college within one year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year college.

Who started in 9th grade, graduated, and met A-G criteria?

Salinas Union HS District Four-Year Cohort, Grads, & Students meeting UC/CSU A-G Criteria



Groups	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grad Rate	84%	86%	85%	82%	83%	88%	82%	85%
UC/CSU A-G Rate	44%	42%	42%	50%	48%	46%	52%	48%
Dropout Rate	7%	7%	12%	8%	8%	6%	6%	5%
# Dropouts	152	187	300	215	203	169	185	154
Seal of Biliteracy	220	341	158	252	351	414	479	475

The **Four-Year Cohort** considers all students throughout high school for a grade level, starting with a count of all 9th grade students, subtracting any that go to a known location (e.g., another school) and adding incoming transfers, within four years following their start in 9th grade.

Rates: For Graduate Rate, the number of **Graduates** is divided by cohort number, but for **A-G Rate** the number of A-G students is divided by the number of graduates. The number of incoming ninth grade students is not in accountability measures but is included for the visual.

What is the profile of Salinas Union HSD students who attend college?

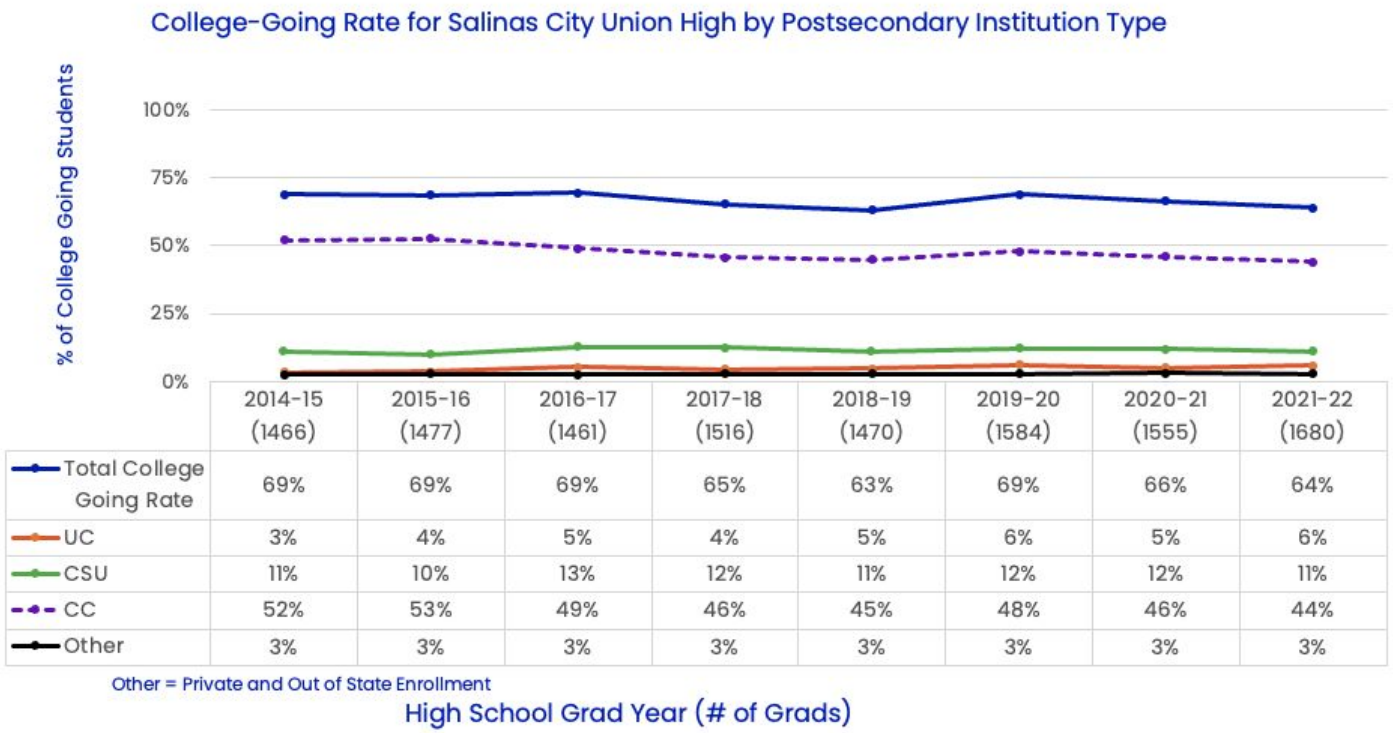
Filters Enabled:
School Type: Non-Charter Schools
College Enrollment Timeframe: 12 Months

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Salinas Union High	2,634	1,680	63.8%	5.8%	11.0%	44.1%	1.1%	1.3%	0.4%
Monterey	5,185	3,316	64.0%	5.6%	10.2%	44.1%	1.2%	2.4%	0.5%
State	399,781	254,337	63.6%	7.8%	11.9%	33.5%	3.1%	6.8%	0.5%

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Salinas Union High	2,794	2,446	87.5%	45.6%	16.9%	26.4%
Monterey County	5,580	4,962	88.9%	47.8%	11.0%	22.1%
Statewide Total	427,386	386,167	90.4%	51.1%	12.3%	30.2%

2021-2022 School Year

- 45.6% of Natividad Union HS completers met UC/CSU requirements in 2021-22.
- 16.8% went to a 4-year college.
- 44% went to community college
- When applying the community college transfer rate… approximately **31** of the approximately **739** students enrolled in community college will go on to complete a BA or BS



Includes students enrolling in college within 12 months after graduating high school

So why should I take advanced Math or Science courses?

What if for <u>every</u> course you did take, you could increase your odds of graduating from college by…

73%

Effects strongest for Latino students

For each of 4 Courses:
Algebra 2, Trig, Pre-Calc, & Calculus

45%

For each of 3 Courses:
Biology, Chemistry, & Physics

Trusty, J. (2004). *Relationships between students' high school and middle school experiences and later completion of a bachelor's degree* (Research Monograph #1). Center for School Counseling Outcome Research. University of Massachusetts, Amherst.

"Imperfect" BA/BS Attainment Scenarios

#1: Starting at a CC

100 Grads

Hartnell College has a **5%** transfer rate

5

5 students transfer to Cal State Monterey Bay (**84%** grad rate for transfer students)

4

4 College Graduates (BA/BS)

Current Rate Publicly Reported on Federal NCES Site



#2: Starting at a 4 year

100 Grads

Cal State Monterey Bay has **63%** grad rate for 1st time freshman

63

63 College Graduates (BA/BS) Cal State Monterey Bay

The odds of graduating from college with a BA/BS are much greater if students begin at a 4-year college.

Both Scenarios based on 6-Year Grad Rates

CSU Rates

Whatever a student's decision –
four-year college, community college, trade school, military, or directly into a career –
having a strong academic background,
defined by A-G coursework and *grade-level academic proficiency*,
makes success much more likely!

Natividad Elementary Student Success Profile Summary

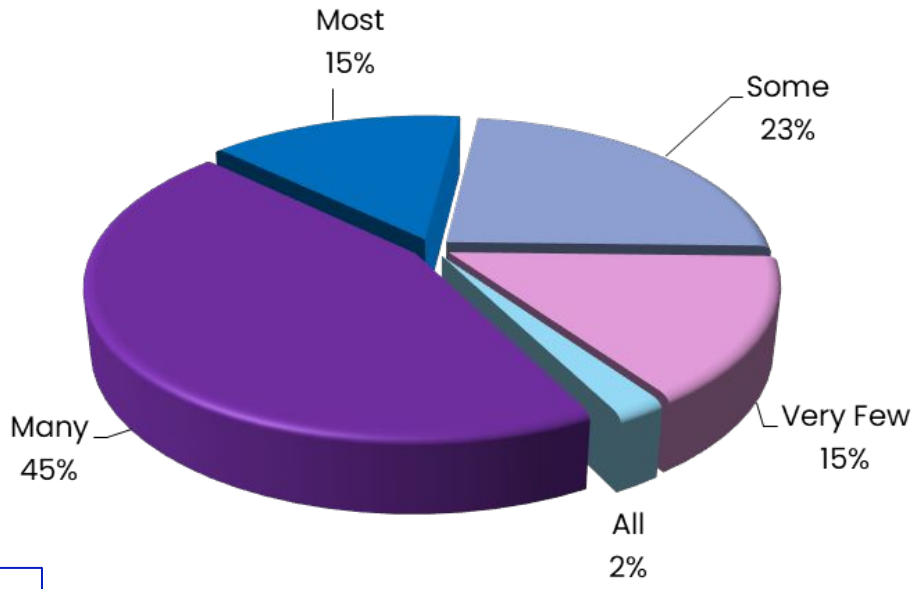
- In general, instruction is not overriding demographics and vulnerability
- Data trends have been flat since pre-pandemic years and gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English far behind the rest of the pack.
- Natividad has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates in Natividad have decreased in most categories since the pre-pandemic years and remain low.
- The higher retention of students means that Natividad can claim responsibility for student learning.
- 72% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 96% (50/52 students) of the ELs who leave Natividad ES to middle school, leave as LTELS.
- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college within one year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year college.

What SYSTEMS best explain the success profile?



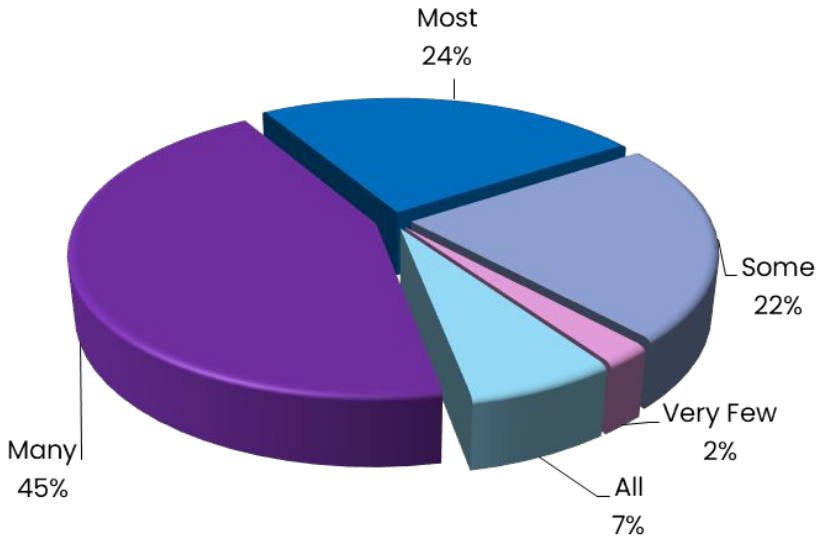
Adult expectations can negatively influence student outcomes

In your estimation, how many students do you believe can successfully graduate UC/CSU eligible?



All/Most
17%

In your estimation, how many parent/guardians want their child to attend a university upon graduation?



All/Most
31%

Staff does not have a unified view of school and district culture

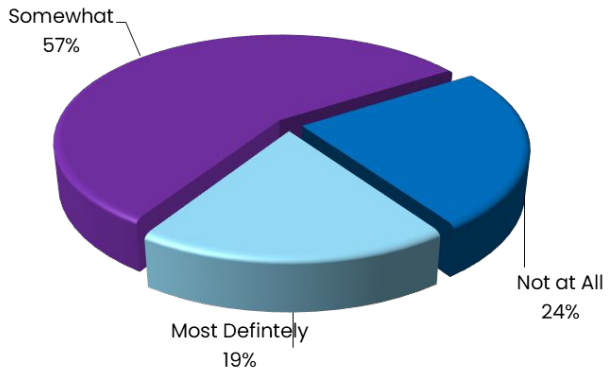
"We need more field trips to universities..."

"Information should come with a lot of resources..."

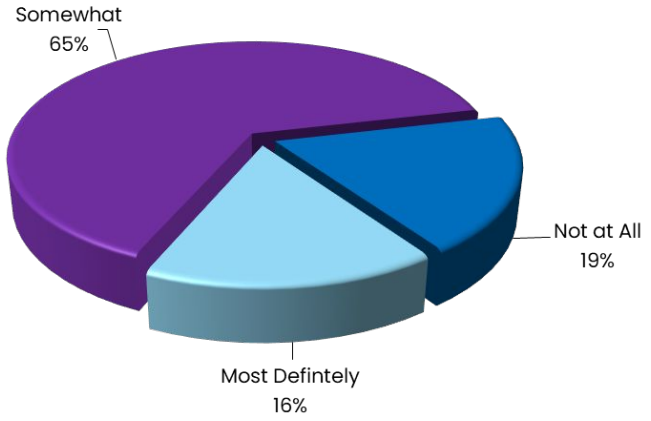
"Start exposure younger!"

"Letting students know what a career means and what it takes to get there..."

Does your school have a strong college or high-wage career-going culture?



Does your district have a strong college or high-wage career-going culture?



Surveys & Interviews

Supporting Finding: A low ceiling for student achievement is created by the 3 systemic conditions that follow:

1. Symbolic Data Systems

A system of data collection that is not designed to accelerate achievement

2. Weak Program Design

A design that lacks alignment between curriculum, assessments, and rigorous, agreed upon student outcomes or with limited differentiation to meet diverse student needs

3. Christmas Tree Effect

Attempts to implement too many initiatives at once and in too rapid a succession without allowing for the development deep expertise

1. Symbolic Data Systems



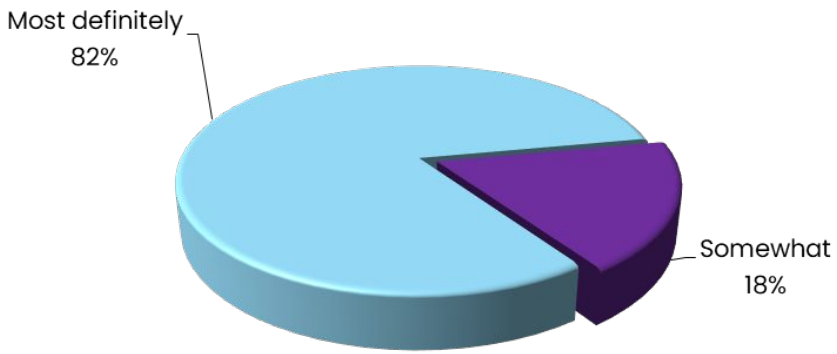
1. Symbolic Data Systems



- In most cases, curricular pieces drive instruction, not standards
- Although occurring in pockets, there is overall weak calibration on the academic “floor” (as defined by SBAC)
- Most common assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets
- GLRT (teaching then CFU to generate team instructional responses one standard/skill/focus at a time) has been repurposed in most cases.

1. Symbolic Data Systems

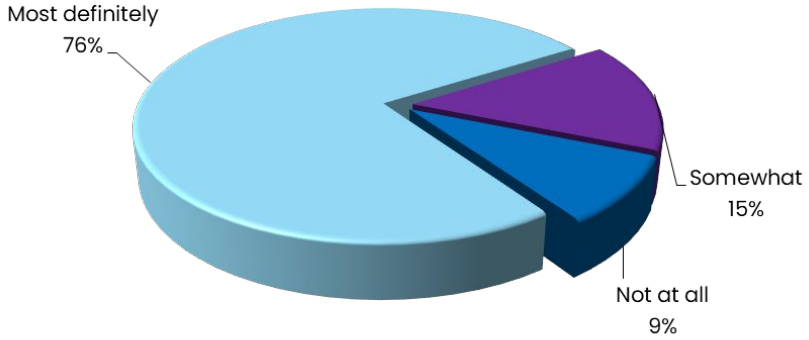
I use data to inform practices in my classroom



"I use data to determine if students are making progress"

"Data is shared across all grade levels every trimester in terms of STAR performances in both ELA and Mathematics. In my own classroom, I keep track of my own class data on assessments such as spelling tests, presentations, and work turned in…"

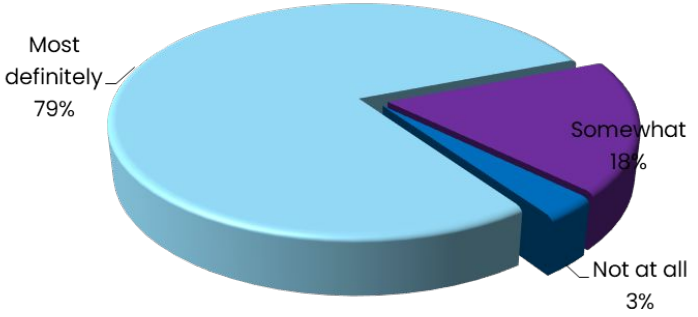
As a department or a grade-level we use data to inform our teaching as a team



"We use data to create ELD groups and select strategies…"

"We use data to drive instruction. Create small groups using data provided my MTSS…"

My School has a strong culture of using data to inform our decisions and practices



1. Symbolic Data Systems

"Everybody" Uses Data

	Standards	Units	Assessments	Data
Making gains and closing gaps →	Short list of target standards	Collaborate/ backwards map from target standards	Teams create assessments calibrated to an independent definition of grade level rigor	Teams receive data immediately after assessing and formally analyze to modify instruction
Flat and stagnant →	They teach the standards in their adopted materials	They teach the units/ chapters/ themes in their adopted materials as a team	Teams use assessments from adoptions every 6-8 weeks	Receive reports
Slip-sliding away, gaps widen →	They teach all of the standards	Individuals or teams teach their own units	Assess using diagnostic assessment three times per year	Data reports skills and grade level equivalent, not what was taught in class

Common Assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets

Natividad Reading & AR Goals 24-25

24-25	Criteria SEI	Criteria DI	Incentive	Motivation	Data
Trimester 1 9/3/24 - 10/31/24	**-Kinder SEI** 37/46 *Sections 1-4 *(consonants/ vowels/ CVC/blending)* **-1st Grade** 55/111 BPST **-2nd-6th** Meet your AR goal. ***AR readings **must** be in their ZPD levels to count towards incentive*	**-Kinder DI** 44/56 *Sections 1-5 *(consonants/ vowels/ letras dobles/dos o tres fonemas/blending)* **-1st Grade** 53/106 BPST **-2nd- 5th** Meet your AR goal (Eng. or Span.) ***AR readings **must** be in their ZPD levels to count towards incentive*	**Glow Party**	-AR Reading Motivation ideas link	-Trimester 3 data -AR goal tracker in Renaissance to track student progress.
Trimester 2 11/1/24-3/6/25	**-Kinder SEI** 44/56 BPST *Sections 1-6 **-1st Grade** 89/111 BPST **-2nd-6th** Meet your AR goal. ***AR readings **must** be in their ZPD levels to count towards incentive*	**-Kinder DI** 51/66 BPST *Sections 1-6 **-1st Grade** 84/106 BPST **-2nd- 5th** Meet your AR goal (Eng. or Span.) ***AR readings **must** be in their ZPD levels to count towards incentive*	**Assembly (fun, hands-on activity)**	-AR Reading Motivation ideas link	-Trimester 3 data -AR goal tracker in Renaissance to track student progress.
Trimester 3 3/7/25-5/16/25	**-Kinder SEI** 49/56 BPST *Sections 1-6 **-1st Grade**-Fluency (40wpm or more) **-2nd-6th** Meet your AR goal (Eng. or Span.) ***AR readings **must** be in their ZPD levels to count towards incentive*	**-Kinder DI** 58/66 BPST *Sections 1-6 **-1st grade**-Fluency (40wpm or more) **-2nd-5th** Meet your AR goal (Eng. or Span.) ***AR readings **must** be in their ZPD levels to count towards incentive*	**Bubble Run**	-AR Reading Motivation ideas link	-Trimester 3 data -AR goal tracker in Renaissance to track student progress.

1. Symbolic Data Systems

"District gives half day once per month to collaborate with our grade level. We have an agenda from site admin (norms, data, and the focus; small group, ELD, etc.). They give us data. We decide what we want to do to support the focus."

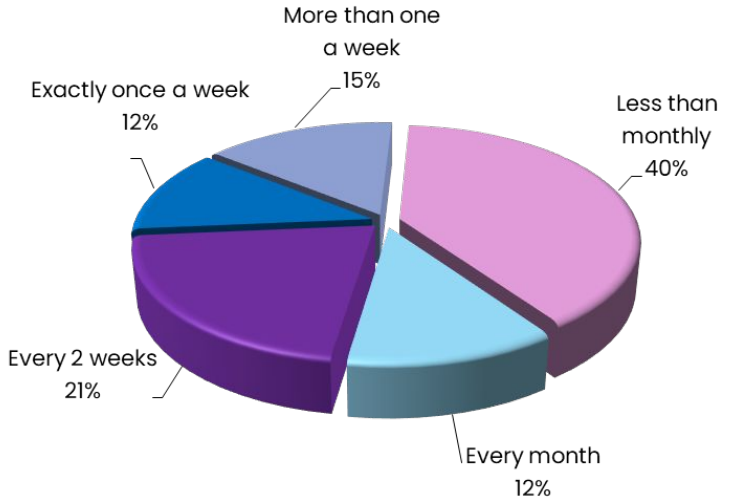
"Consultation and coaching cycles."

"We discuss grade-level concerns, shared students, data, social-emotional support for both students and teachers, resources, and grading norms."

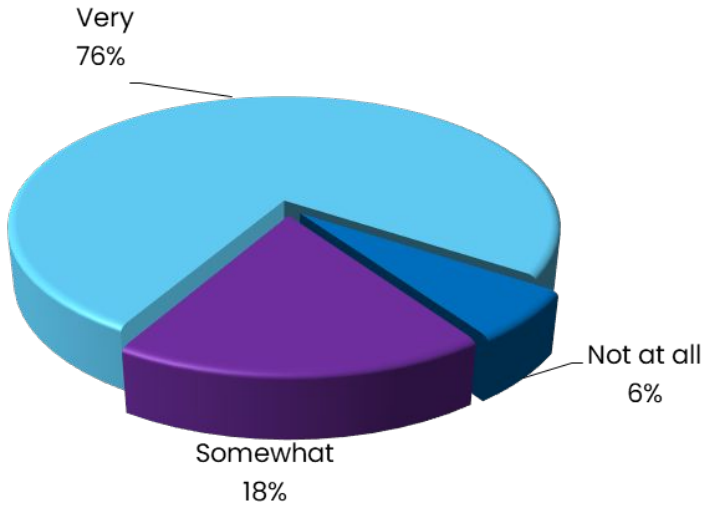
"We go over our progress of where we are at with the curriculum, discuss data, bounce off new ideas onto one another, and collaborate on topics designated by the week."

"During collaboration times, we discuss activities we use for centers, we discuss how our centers look like, we discuss what we teach for ELD, etc."

I collaborate with my course-alike or grade-level teacher team



How meaningful is the collaboration time to you?



2. Weak Program Design



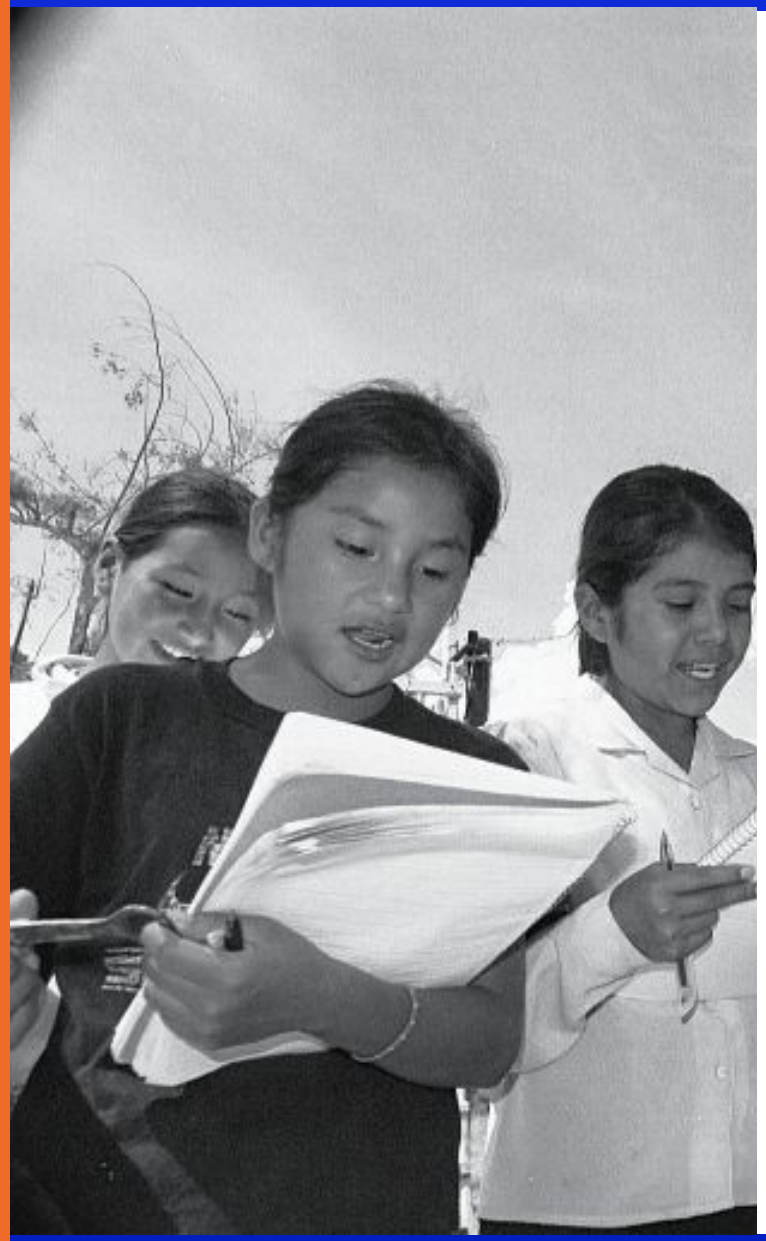


What is the Floor?

- Grade-level rigor is loosely defined and differs from classroom to classroom
- Most instruction is guided by curricular pieces not standards and what is assessed in common is not always the same as what was taught
- Designated ELD is evident on schedules and consistently implemented, but largely focused on domain skills from the ELPAC rather than a preview review of core, vocabulary development, and oral language practice.
- Differentiation of instruction based on data is largely reserved for tier 2 and tier 3 intervention, rather than formatively impacting first instruction.

2. Weak Program Design

Inconsistent ELD Instruction has a direct Impact on student achievement



"2 years we were the school with the most redesignated students, because we worked after school with them on writing specifically, and I think they are doing it again this year; 2–3 teachers."

"Sentence frames, engage with the curriculum, present, I agree/disagree – Expectation to use complete sentence frames."

"Consistent with EL – Cycles getting done and getting done correctly."

"ELD time – switch students (3 days oral / 2 days writing)."

"After School intervention to work with the ELPAC 3s."

"As a grade level we present slides about how not passing the ELPAC can affect their Middle School year… double English class with Read 180."

"Students don't know why they are ELs because they don't speak Spanish, and the sense of urgency isn't until 6th grade when they are preparing them for Middle School – why isn't this done earlier when students can take an easier version?"

"Parents don't understand the process either."

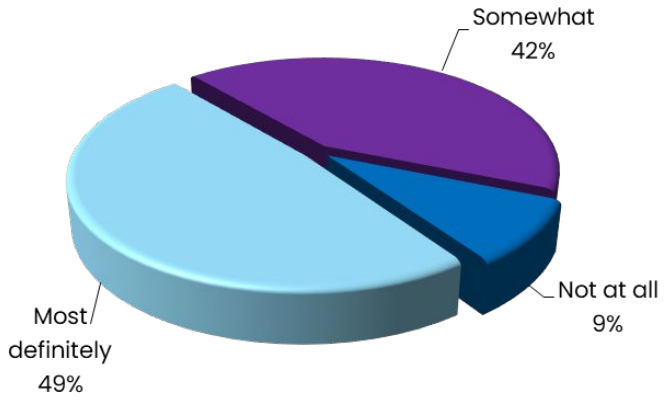
Group 1 Objectives/Focus	Group 2 Objectives/Focus	Group 3 Objectives/Focus	Group 4 Objectives/Focus
Students will develop proficiency in reading, writing, listening, and speaking by engaging in grade-appropriate ELD activities that enhance their language skills across all domains	Students will develop proficiency in reading, writing, listening, and speaking by engaging in grade-appropriate ELD activities that enhance their language skills across all domains	Students will develop proficiency in reading, writing, listening, and speaking by engaging in grade-appropriate ELD activities that enhance their language skills across all domains	Students will develop proficiency in reading, writing, listening, and speaking by engaging in grade-appropriate ELD activities that enhance their language skills across all domains
Group 1 Strategies/Instructional Plan:	**Group 2 Strategies/Instructional Plan:**	**Group 3 Strategies/Instructional Plan:**	**Group 4 Strategies/Instructional Plan:**
ELD Books	ELD Books	ELD Books	ELD Books
Advanced foundational skills for English learners	Randalls listings lab	Think/Pair/Share tokens or badges	Novel Sets for reading, character Dev?
Kahoot	Readers theater	Readers theater	Readers theater
Randalls listings lab	Kahoot	Kahoot	Kahoot

Group 1 Objectives/Focus	Group 2 Objectives/Focus	Group 3 Objectives/Focus	Group 4 Objectives/Focus
Students will be able to listen, speak, read, and write at their grade ELD Levels.	Students will be able to listen, speak, read, and write at their grade ELD Levels.	Students will be able to listen, speak, read, and write at their grade ELD Levels.	Students will be able to listen, speak, read, and write at their grade ELD Levels.
Students will be able to demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Students will be able to demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Connect events by combining clauses	Students will be able to collaborate in small groups through inquiry projects (Benchmark Extensions) and presentations.
Students will be able to collaborate with peers on joint writing projects of longer informational and literary texts	Students will be able to collaborate with peers on joint writing projects of longer informational and literary texts		
	Started Unit 4 on Benchmark ELD* **		
Group 1 Strategies/Instructional Plan:	**Group 2 Strategies/Instructional Plan:**	**Group 3 Strategies/Instructional Plan:**	**Group 4 Strategies/Instructional Plan:**
incentives wait time	Sentence frames	Google classroom (shared with the teachers)	1)Group students for small groups based on STAR data.
Sentence frames	ELD Benchmark distance learning slides.(resource). Benchmark ELD student book		2)Model expectations for the first project for all students to demonstrate the end goal.
ELD Benchmark distance learning slides.(resource). Benchmark student book	Google classroom (shared with the teachers)	Students will be able to collaborate with peers on joint writing projects of longer informational and literary texts	3)Scaffold according to student's levels. (Extra support for students who require the support.
	incentives wait time		4) Students will collaborate on the inquiry projects.
		Students will be able to demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	5) Students will present their projects in front of the class.
			6)Students will reflect and respond on what they learned working with a group. They will also write about what they learned from their peer presentations. (Summary)

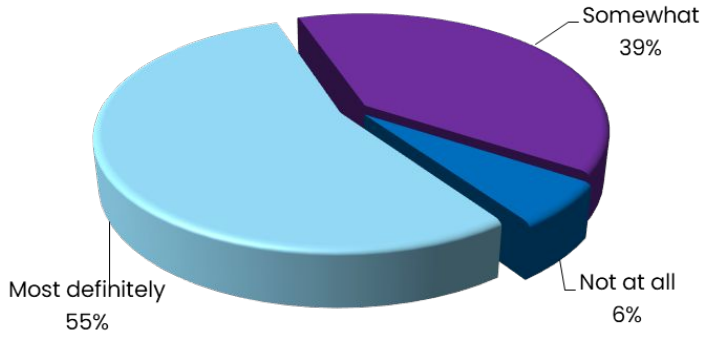
Group 1 Objectives/Focus	Group 2 Objectives/Focus	Group 3 Objectives/Focus
Students will contribute to class, group, and partner discussions by following turn taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing student feedback using **Benchmark ELD**	Students will contribute to class, group, and partner discussions by following turn taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing student feedback using **Benchmark ELD**	Students will contribute to class, group, and partner discussions by following turn taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing student feedback.
Group 1 Strategies/Instructional Plan:	**Group 2 Strategies/Instructional Plan:**	**Group 3 Strategies/Instructional Plan:**
Progress monitoring Notebooks Read Alouds, small groups. think, pair and share,	Progress monitoring Notebooks class discussion	Benchmark Unit Extension Project
		Novel Studies
	pair share	Writing (Narrative, Informative, Argumentative)
sentence frames ELPAC practice	sentence frames small groups	Small Group Rotations (w/ Linares and independent time)
Chromebooks	Group discussions	
Oral discussions	ELPAC Practice	
GRR Model	GRR model	GRR model
Visuals	Visuals	
Graphic Organizers		

3. Program Design

Imagine you are a teacher new to the school would you know specifically what content and skills you are responsible for teaching?



If you were a new teacher, would you be clear about the level of rigor expected for you course/grade??



"Use key standards from the pacing guide."

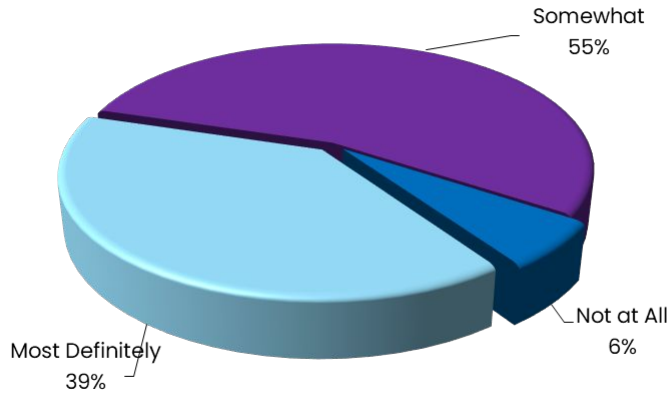
"No common formative assessments."

"Use grade level standard."

"Use curriculum and how it is presented/paced — where we should be each month."

"Vertical Articulation at the beginning of each year (year before & year after)."

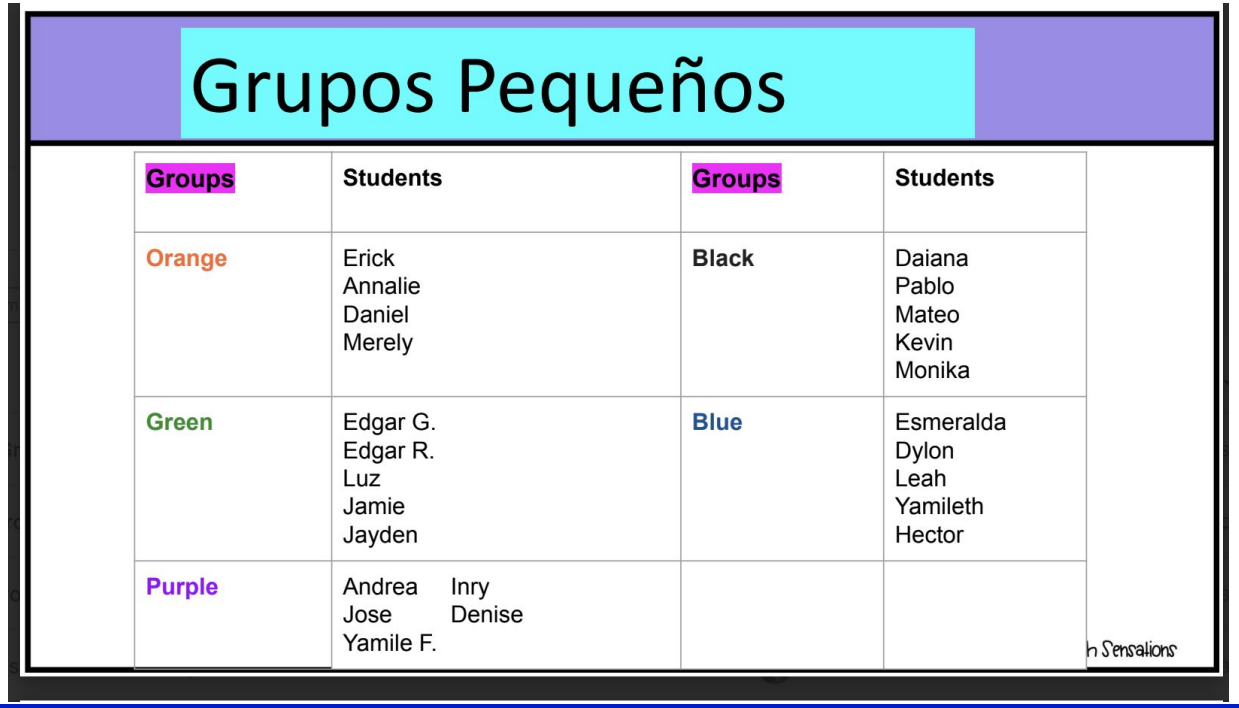
There exists agreement among teachers who teach the same subject/grade as to what students should demonstrate in order to earn a grade (A,B,C,D,F, or any other form of grading)



"Standards/benchmark program."

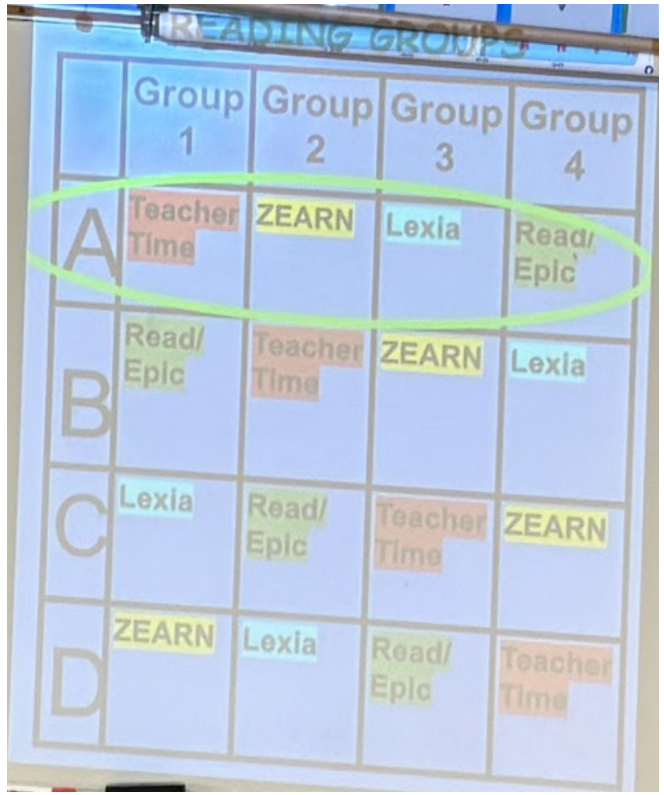
"Focus standards, curriculum, pacing guide, the standards-based report cards."

Relying on learning software that uses diagnostic assessments rather than formative assessments can lead to outdated or inaccurate instruction, as it fails to reflect students' ongoing progress. This approach may oversimplify student needs, reduce teacher involvement, and cause wider gaps between current progress and grade-level expectations.



Grupos Pequeños

Groups	Students	Groups	Students
Orange	Erick Annalie Daniel Merely	Black	Daiana Pablo Mateo Kevin Monika
Green	Edgar G. Edgar R. Luz Jamie Jayden	Blue	Esmeralda Dylon Leah Yamileth Hector
Purple	Andrea Inry Jose Denise Yamile F.		



Ideas for Math Small Group Centers

Math Small Group Visual Center link

Math Facts	Eureka Fluency	Spiral Review Math Task Cards	Zearn	Success Student Book to reinforce objective

Teacher Group:

- **Reteach objectives to students who did not meet daily expectations.**
- **Use STAR Math Data Report: Instructional Planning Class Report**

Acceleration vs. Remediation

Acceleration	Remediation
All students get grade-level core, with those who need it getting varied supports WITHIN the same day or more days WITHIN the same time frame (i.e., summer, breaks). Goal is on-time learning with peers	"Teaching them at their level instead of teaching grade level will help a lot" "Meet students where they are" "Students are 3 or more grade levels behind"
Unfinished learning addressed as a preview or review, within the context of a core lesson	Attempts to reteach missing skill before moving to grade-level "We need to fill in their holes."
Prioritize student understanding through ongoing assessment & feedback	Focus on gap-filling, often taught in isolation without context, assessing skills growth, not grade-level proficiency
Concerned with student interest and motivation as a learning accelerant	Often boring for students and teachers/tutors, or does not involve a live instructor at all
Active, fun, concrete, relevant	Passive, like worksheets, packets, or **software** Same as before, only once more
Relationship with teacher/tutor is key	Teacher/tutor relationship is secondary

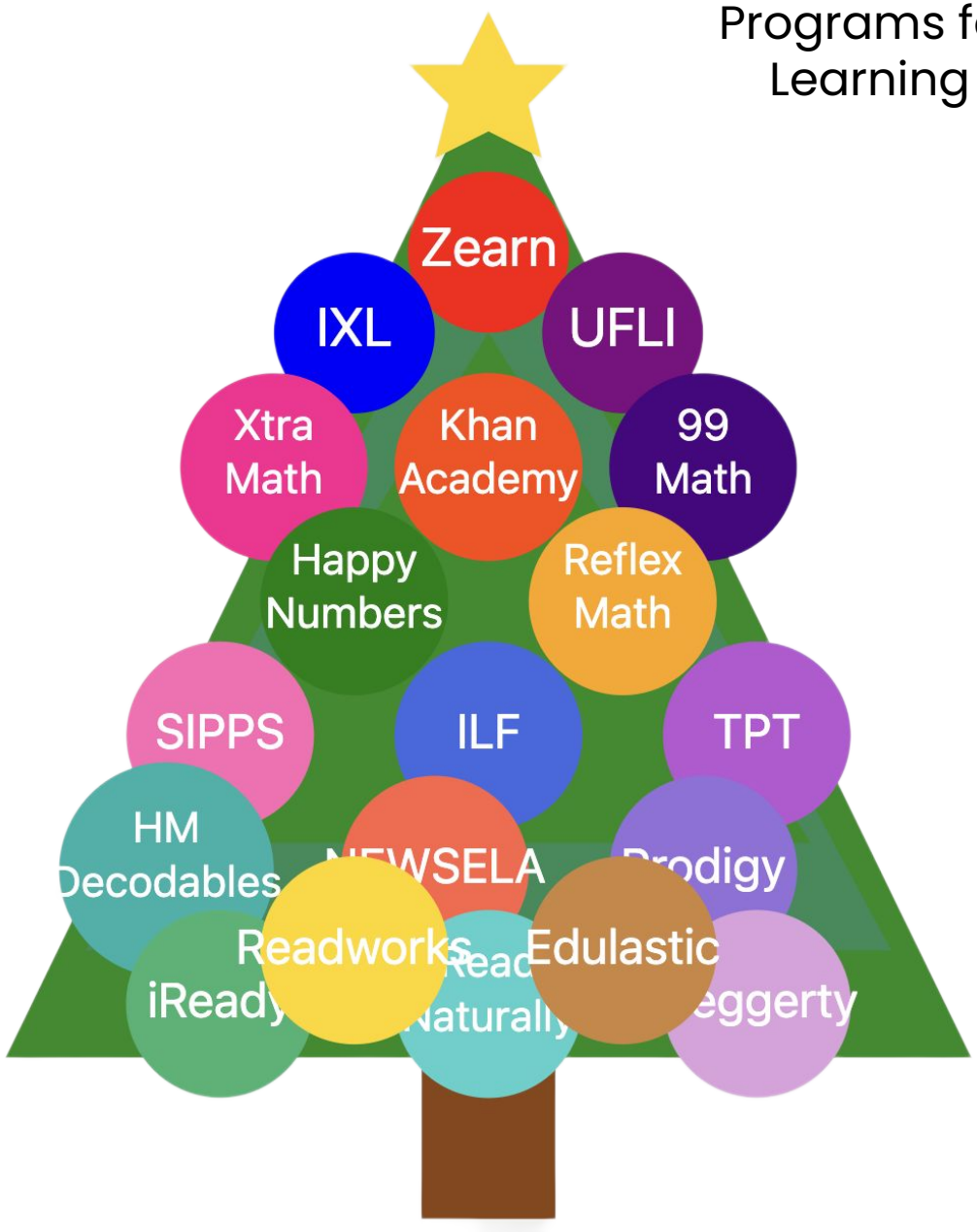
3. Christmas Tree Effect

3. Christmas Tree Effect

Professional Development



Programs for Learning

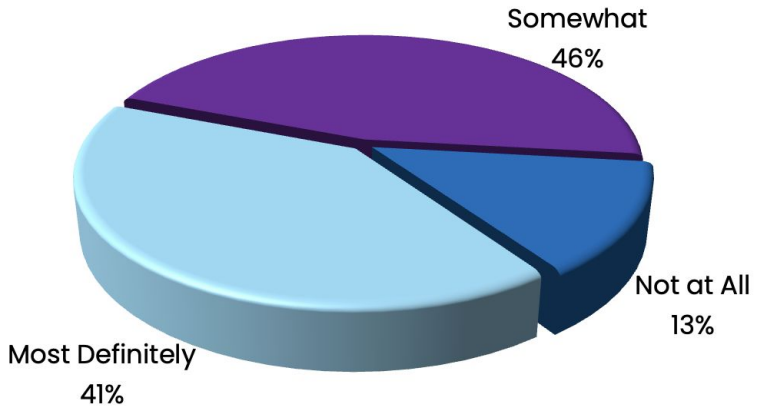


Comments from Teacher Survey and Focus Groups

3. Christmas Tree Effect

- Tech training / Tech PDs
- SPiRE
- Fundamentals of social-emotional learning (SEL)
- ELD / Designated ELD
- PD pertaining to special education
- RTI and Intervention
- Benchmark
- Eureka
- Neurodiversity
- Mindfulness practices
- Pyramid Teaching Training / Teaching Pyramid
- Restorative justice
- Campus safety
- Thinking Maps
- Use of ViewSonic
- PBIS Tier I
- Lexia
- DreamBox
- SAAVAS
- GLAD (Guided Language Acquisition Design)
- Dual or SEI
- Special education compliance
- Assessment of bilingual children (PD by SLPs through Diagnostic Center)
- TK Creative Curriculum
- Praise and feedback strategies for students
- Teacher-led PDs with classroom examples
- Grade-level specific PDs

Does the professional development you've participated in over the past few years impact instructional practices at your school?



Staff perception of their impact on students vary

"We are making growth in certain areas; STAR data, we are seeing that there is growth, 10-15% depending on the grade level…"

"Average at best; majority not meeting combined with those that are meeting and exceeding…"

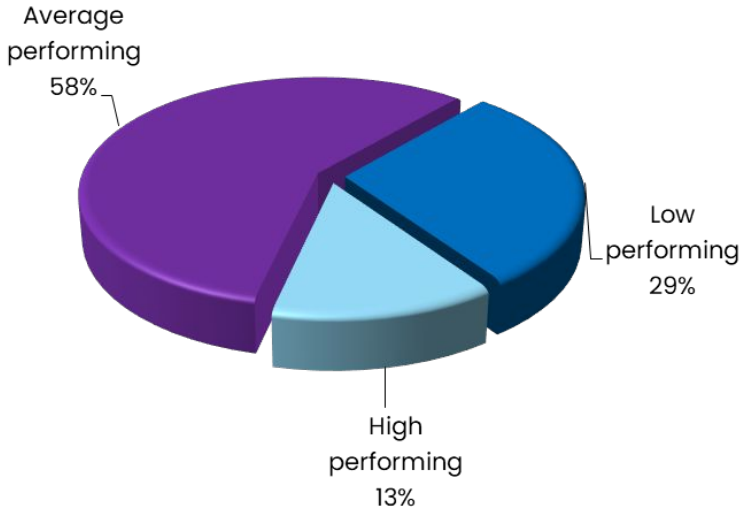
"We don't have a stable foundation, we have a lot of temporary fixes.."

"ELD - we are one of the schools that Reclassify the most students and that is me, my emphasis - by December it will be 60 Ss"

"According to data we are one of the lowest of the 14 schools (dashboard) - our systems/structures help us catch them before they fall in TK-1 - these grades are achieving until they hit a roadblock in 3+…"

"Natividad has a lot of room for growth, it's why we are trying a lot of different interventions…"

How would you describe the current state of achievement at your school?

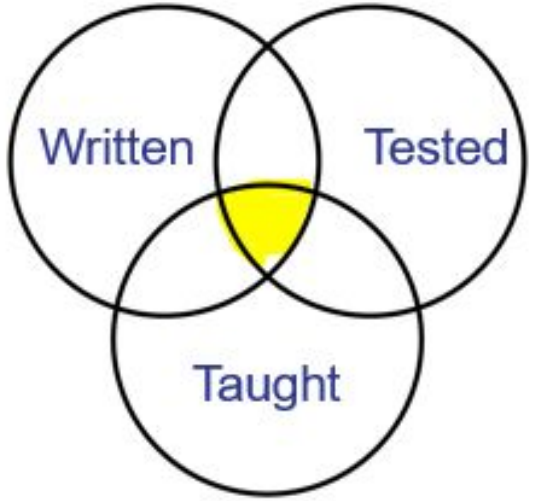


What can be done to accelerate student success?



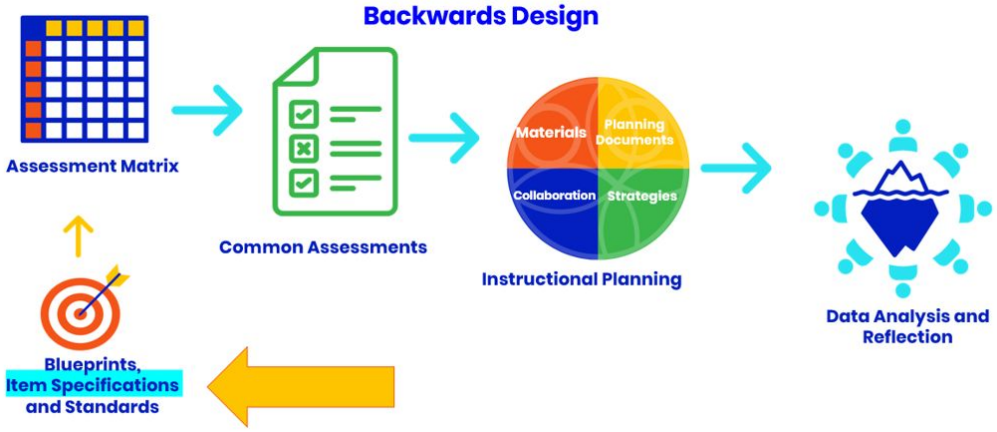
Recommendation Areas with Action Steps

Align Written, Taught, and Tested Curriculum in ELA and Math



1. **Curriculum Alignment- Empower teacher teams to create the following:**
   - Assessment Matrix- Create an assessment matrix that identifies essential standards for each grade level and subject area.
   - Standards-Aligned Common Assessments- Design common assessments that align with essential standards and state specifications of item type and rigor to ensure consistency in planning for and evaluating student learning.

2. **Nested Data Response System-** Implement a nested system for analyzing assessment data, responding to student needs, and informing instruction and instructional supports at the classroom, school, and district levels.



2. Weak Program Design



PROGRAM DESIGN

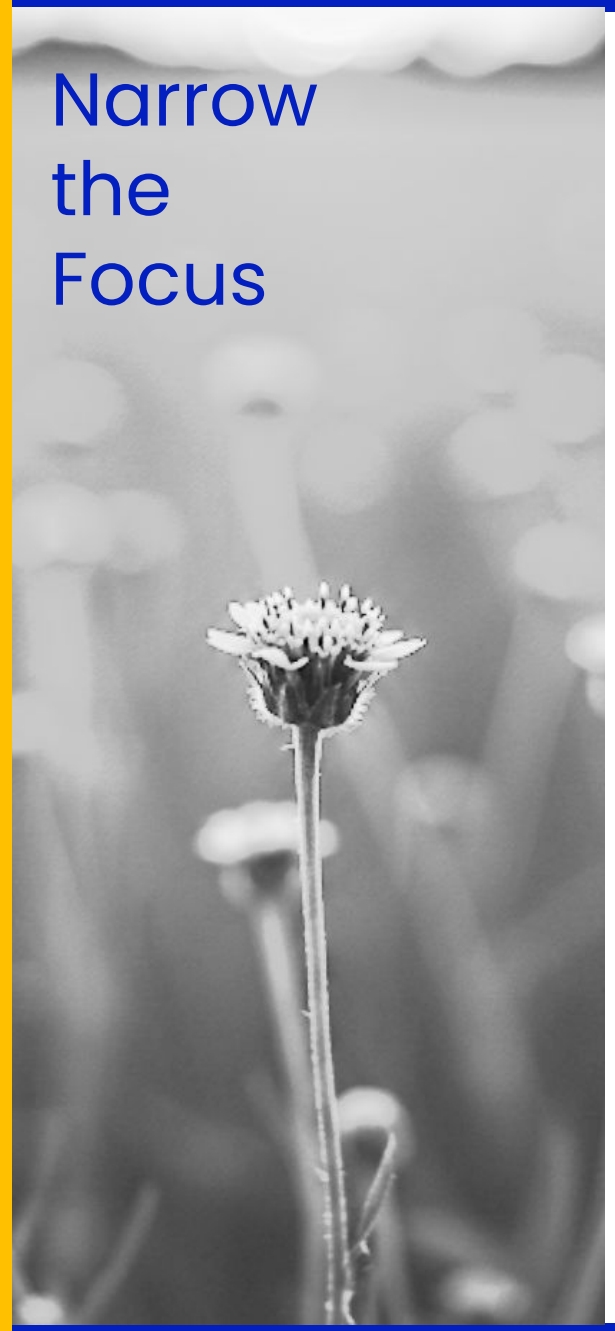
1. Focus on a calibrated design where a teacher-curated cluster of essential standards drive instruction by grade level.. Prioritizing standards allows educators to be flexible, differentiate learning, use the best resources, and collaborate deeply to meet diverse student needs.

1. Make differentiation of instruction a regular part of tier 1 lesson design, not a function of separate intervention. Pay additional attention when planning instruction for English Learners as they need a higher growth trajectory to catch up.

1. Ensure Designated ELD (non-newcomers) is an opportunity to preview or review grade level core content, with an emphasis on content-relevant vocabulary and oral language practice. The impact of this designated time is most effective when directly tied to core content.

3. Christmas Tree Effect

Narrow the Focus



1. Prioritize & Streamline
    a. Conduct an impact audit to identify which professional development (PD) opportunities and instructional programs lead to measurable student outcomes, and eliminate or consolidate the rest.
2. Align with Clear Goals
    a. Ensure all PD and instructional programs directly support site and district-wide priorities and are evidence-based. Avoid adding initiatives that do not align with core student achievement goals.
3. Quality Over Quantity
    a. Shift from frequent, one-off PD sessions to fewer, high-impact, ongoing learning opportunities that focus on implementation and measurable improvement.
4. Provide Sufficient Support
    a. Reduce the number of instructional programs to those that can be properly implemented and supported with coaching, resources, and teacher buy-in.

Thank You



orenda

EDUCATE AND ELEVATE, TOGETHER

Love is in the Details!



