

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



### Prunedale Elementary

Address: 17719 Pesante Rd. Salinas, CA 93907-1508

Principal: Melissa Lewington

Phone: (831) 663-3963

Email: [mlewington@nmcusd.org](mailto:mlewington@nmcusd.org)

Web Site: [www.nmcusd.org/prunedale](http://www.nmcusd.org/prunedale)

CDS Code: 27738256026447



### North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

Email: [kyeater@nmcusd.org](mailto:kyeater@nmcusd.org)

Web Site: [www.nmcusd.org](http://www.nmcusd.org)



## I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

### 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: North Monterey County Unified  
 Phone Number: (831) 633-3343  
 Superintendent: Kari Yeater  
 E-mail Address: [kyeater@nmcusd.org](mailto:kyeater@nmcusd.org)  
 Web Site: [www.nmcusd.org](http://www.nmcusd.org)

### School Contact Information Most Recent Year

School Name: Prunedale Elementary  
 Street: 17719 Pesante Rd.  
 City, State, Zip: Salinas, CA 93907-1508  
 Phone Number: (831) 663-3963  
 Principal: Melissa Lewington  
 E-mail Address: [mlewington@nmcusd.org](mailto:mlewington@nmcusd.org)  
 Web Site: [www.nmcusd.org/prunedale](http://www.nmcusd.org/prunedale)  
 County-District-School  
 (CDS) Code: 27738256026447

## School Description and Mission Statement (School Year 2017-18)

The staff, parents, and students of Prunedale School believe that all children can learn and succeed. We provide a well-balanced, dynamic and quality education for our students in order to prepare them to become college and career ready. Our staff is dedicated to high academic standards, instilling the enjoyment of life-long learning and ensuring a safe and nurturing environment for our students. We believe that a positive school climate supports pro-social student behavior in all areas of school. We continue to enhance our positive discipline plan so that students develop habits of good character in order to ensure a productive learning environment that is safe, both physically and emotionally.

Students who attend Prunedale School have a rigorous academic program in all subject areas. The Pearson language arts program is primarily used in English mainstream classes. Pearson Calle de la Lectura is used in our K-2 bilingual classrooms. Math Expressions is the math program used for our kinder – 6th grade students. Prunedale Elementary School's English Language Learners receive 30-45 minutes of ELD every day at their level.

Classroom teachers are excited about incorporating more technology into daily instruction. Each grade level has access to Chrome Book Carts and the students use these laptop computers to research, write and ultimately present various individual and group projects to their classmates. The students are using many different programs, such as Google Classroom, and are able to get real time feedback from their teachers about their academic progress. Students also use Accelerated Reader, LEXIA, and other internet based programs to enhance language arts and math instruction. Mystery Science is a new program that we are using. It is aligned to Next Generation Science Standards (NGSS). The students explore grade level science standards through Mystery Science videos and then create models and do science experiments in the class with teacher guidance. The students are very engaged in learning about science through this hands on science program. Through this program and throughout the day we continue to incorporate engagement strategies such as collaboration, experiential learning and reflection throughout the academic day to prepare our students to be 21st century learners who can communicate, collaborate, be creative and think critically.

Our instructional leadership team members are part of our school structure that is focused on building capacity within our teacher teams. These teachers are taking a lead role during collaboration time, professional development and working with the entire staff to identify areas of improvement needed to enhance the academic outcome for all of our students. Our entire staff continues to expand and enhance real life learning experiences for all our students through grade level appropriate field trips and partnerships with community organizations.

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### Student Enrollment by Grade Level (School Year 2016-17)

### Student Enrollment by Student Group (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	16
Kindergarten	117
Grade 1	116
Grade 2	93
Grade 3	79
Grade 4	94
Grade 5	88
Grade 6	84
Total Enrollment	687

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	0.1%
Asian	0.1%
Filipino	0.7%
Hispanic or Latino	79.9%
Native Hawaiian/Pacific Islander	0.4%
White	17.8%
Two or More Races	0.1%
Socioeconomically Disadvantaged	79.2%
English Learners	51.7%
Students with Disabilities	9.9%
Foster Youth	0.3%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	27	27	27	185
Without Full Credential	0	0	2	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	1	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Reading Street (Eng. K-6), Spanish K-2	No	0%
Mathematics	CA CCSS Math Expressions K-6 2014	Yes 2014	0%
Science	McGraw-Hill Science K-6 2007	Yes 2006	0%
History-Social Science	Harcourt-Reflections k-6 2007	Yes 2005	0%
Foreign Language	No foreign language offered in grade 6	No	0%
Health	No district-adopted curriculum	No	0%
Visual and Performing Arts	No district-adopted curriculum	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Prunedale Elementary was constructed in 1949. Building improvements and new construction have been made to improve the campus. In addition, modernization projects have upgraded facilities to meet the changing needs of the school. Prunedale School provides all of our students the proper classroom space and facilities necessary for an effective and safe learning environment. The school also provides children adequate playground equipment and play fields for safe recreational activities. The playground facilities are updated and replaced as needed. We continue to upgrade playground equipment, including giant games to give students various play options during their free time. A shade structure was installed to provide an outdoor eating and playing area for the students. The combination of the new shade structure and the demolition of a building that could no longer house students has opened up the playground. The visual line of sight enhances safety and security for the students. Three outdoor display cases were installed in the main building to display student work. Five new redwood benches, three with planters of native plants, have been installed further enhancing the playground area. Grade levels are participating in weekly clean-up of school grounds. The school is cleaned and maintained daily by three full time custodians.

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2017

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	Ceiling tiles replaced, water damaged repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

## Overall Facility Rate

Month and year in which data were collected: June 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	36%	33%	31%	28%	48%	48%
Mathematics (grades 3-8 and 11)	23%	22%	17%	17%	36%	37%

NOTE: Scores are not shown 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.

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	344	99.42%	33.33%
Male	177	176	99.44%	31.03%
Female	169	168	99.41%	35.71%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	293	291	99.32%	30.80%
Native Hawaiian or Pacific Islander				
White	49	49	100.00%	46.94%
Two or More Races				
Socioeconomically Disadvantaged	284	282	99.30%	27.50%
English Learners	218	216	99.08%	25.70%
Students with Disabilities	47	46	97.87%	6.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	343	98.85%	21.87%
Male	178	175	98.31%	23.43%
Female	169	168	99.41%	20.24%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	294	290	98.64%	18.28%
Native Hawaiian or Pacific Islander				
White	49	49	100.00%	42.86%
Two or More Races				
Socioeconomically Disadvantaged	285	281	98.60%	17.08%
English Learners	218	215	98.62%	18.60%
Students with Disabilities	47	46	97.87%	0.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36%	53%	37%	37%	56%	54%

### 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.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.30%	22.70%	37.50%

NOTE: Percentages are not calculated 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.

## 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 for the school district and each school site.

## Opportunities for Parental Involvement - (School Year 2017-18)

There are many opportunities for parents to get involved at Prunedale Elementary. The school has a Parent Teacher Group (PTO), an English Learner Advisory Committee, (ELAC) and a School Site Council (SSC). Parents volunteer in classrooms, attend workshops, parent education nights and attend field trips with their children. We have a core group of parents that read weekly to 1st, 2nd and 3rd grade students as part of the Monterey County Reads Program through the Panetta Institute. Each academic year we have continued to train parents as tutors through the Panetta Institute in order to offer this program to more students. Parents are invited to attend monthly student celebrations, all school flag ceremonies and informal coffee with the principal.

The Parent Teacher Organization at Prunedale School is a very active group in charge of organizing fund raising activities. All parents are invited to participate in this group, officers are elected annually, and meetings are held monthly in library. Many events such as fall festival, movie nights and family education nights are sponsored by the PTO and very well attended by many of our families. Money generated by PTO activities funds classroom field trips and supplemental classroom materials. Many parents and grandparents volunteer in classrooms consistently.

The School Site Council meets state and federal requirements. The membership includes five parents, three teachers, one classified staff, the Principal and the Assistant Principal. Their peers select each group and members serve for two years. Meetings are held at least 5 times per year and parents elect a president, a vice-president and a secretary at the first meeting of the school year. One or more parents of English Learners are part of the School Site Council membership and all Prunedale School parents are welcome at these public meetings. The School Site Council works together to align state and district Local Control and Accountability Plan (LCAP) school goals, the eight state priorities and the federal Single Plan for Student Achievement (SPSA) goals to meet the academic needs for all students. The School Site Council monitors the progress and achievement of all students. All Prunedale School parents are invited to participate in district-wide meetings as well.

## 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

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.75	0.57	1.90	4.34	4.27	4.05	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.04	0.04	0.00	0.09	0.09	0.09

## School Safety Plan – Most Recent Year

The administration, staff, parents, and School Site Council of Prunedale School recognize that all stakeholders in the school community have the right to a safe and secure campus. The staff, administration and School Site Council are fully committed to ensuring school safety and to creating a positive learning environment that teaches positive life values and emphasizes high expectations for student achievement, responsible behavior, and respect for others. The administration consults with parents and staff to enhance the safety plan yearly. Monthly safety drills are held for all students and outside agencies are consulted to enhance the safety of the campus and the readiness of the staff to respond to emergencies. Administrators continue to attend trainings at the county and district level to update resources and increase response readiness.

Prunedale Elementary maintains an updated comprehensive school safety plan.

## D. OTHER SARC INFORMATION

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		23		6		22	1	5	
1	26		2		22		4		23		5	
2	25		4		25		3		24		4	
3	28		4		26		4		26		3	
4	29		3		27		3		31		3	
5	33			3	28		3		29		3	
6	31		3		31		2	1	28		3	
Other	25		1									

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	1.8	N/A
Other	1.0	N/A

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

\* 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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site	\$6211	\$1075	\$5136	\$70135
District	N/A	N/A	\$5922	\$68271
Percent Difference – School Site and District	N/A	N/A	-13.27%	2.73%
State	N/A	N/A	\$6574	\$69649
Percent Difference – School Site and State	N/A	N/A	-21.87%	0.70%

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

## Types of Services Funded (Fiscal Year 2016-17)

Prunedale Elementary School provides additional support to students to reach grade level proficiency. We work with parents to offer the following services:

**Student Study Team (SST):** Students who fail to meet grade-level benchmarks and/or demonstrate social, emotional or behavioral needs are referred for a Student Study Team meeting, in which an action plan is developed regarding additional supports that should be offered. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents. The SST team meets on an as-needed basis. Members of the Instructional Leadership Team are working with other teachers at school to improve the grade level approach to identify students who are struggling and implement interventions before the SST referral.

**After-school Supplemental Support (ASES):** Based on the academic needs, students are identified for after school support.

Intervention services funded by Title I and EIA are provided to lower-performing students in the form of small group instruction provided by credentialed teachers.

School academic Coach supports teachers in the development in their instructional practices.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44450	\$44144
Mid-Range Teacher Salary	\$67648	\$69119
Highest Teacher Salary	\$93222	\$86005
Average Principal Salary (Elementary)	\$111651	\$106785
Average Principal Salary (Middle)	\$107504	\$111569
Average Principal Salary (High)	\$127360	\$121395
Superintendent Salary	\$178272	\$178104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in NMCUSD is to improve grade level curriculum to meet the new state standards. District staff development days focus on developing classroom strategies for teachers to improve student learning. Teachers are provided additional opportunities to attend workshops that enhance student achievement.

Each Wednesday is a minimum day for students at Prunedale Elementary School. This time is set aside for staff development, teacher planning, grade level meetings as well as individual parent conferences. We are utilizing twice monthly staff meetings to provide additional professional development and teacher collaboration opportunities for staff.

During these grade collaborations, teachers review all curricular areas in order to enhance instruction, review local data, CAASP Assessment Data, CELDT data and plan lessons in order to differentiate instruction with the classroom.

Prunedale School teachers are focused on creating cohesive writing program across curricular areas to improve student writing outcomes and ensure they are progressing in their writing abilities.

Teachers work in grade level teams to review student data from assessments, review student work and share instructional practices to enhance student outcomes. Teachers also meet across grade level teams to work on enhancing instruction and learning more about Next Generation Science Standards and on techniques to integrate technology into instruction. These meetings give teachers a structure to share strategies and differentiate their lessons using specific tools.