

# SARC 2017-18

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



### 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

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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 2018-19)

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, staff, and families. We believe that creating and maintaining a positive school climate that supports student's academic and social emotional learning in all areas of school. We continue to enhance our positive discipline plan so that students experience a productive learning environment that is safe, both physically and emotionally.

Students who attend Prunedale School are provided a rigorous academic program in all subject areas. The newly adopted English language arts program, Benchmark Advance is used in all Kindergarten-6 grade classes. Benchmark Adelante is also used in our K-2 grade bilingual classrooms with a particular focus on transfer of academic skills from Spanish to English.

Math Expressions is the math program used for our K – 6 grade students. Prunedale Elementary School's English Language Learners receive 30-45 minutes of English Language Development (ELD) every day at their level. Various teachers are piloting a new science curriculum that supports the rigor and enhances foundational knowledge of the Next Generation Science Standards (NGSS). A new 6th grade math curriculum is also being piloted which will allow 6th grade instruction to align with the middle school math program and better prepare students as they transition into the 7th grade.

Classroom teachers continue to incorporate technology into daily instruction. 1st through 6th grade classrooms have 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. Kindergarten students are using tablets for exploration and access to English language arts and math programs and are learning to take grade level formative assessments on the tablets as well. Students are using many different software programs and applications, 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 Reading language arts and math instruction. Mystery Science is being used in many classroom and 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 school has created an experiential hands on "science corner" in each of the two computer labs to enhance science exploration by students and provide an opportunity for teachers to work with students in a different environment with subject matter specific literature and realia. The materials are differentiated for age appropriate by grade level spans.

Our instructional leadership team teacher leaders are part of our school leadership structure focused on building capacity within our teacher teams. These teachers are taking a lead role during grade level collaboration time, professional development presentations and working with the entire staff to identify areas of improvement needed to enhance the academic outcome for all of our students. Our school expands and enhances real life learning experiences for all our students through grade level appropriate field trips and partnerships with community organizations in order to truly create a school-wide learning community in which all students grow academically and socially and are prepared for their future.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	121
Grade 1	111
Grade 2	106
Grade 3	98
Grade 4	77
Grade 5	97
Grade 6	84
Total Enrollment	694

### Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	0.1%
Asian	
Filipino	0.6%
Hispanic or Latino	81%
Native Hawaiian/Pacific Islander	0.9%
White	16.6%
Two or More Races	0.1%
Socioeconomically Disadvantaged	79.8%
English Learners	52.6%
Students with Disabilities	8.2%
Foster Youth	0.1%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	27	27	28	186
Without Full Credential	0	2	1	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	1	0	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 2018-19)

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 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Benchmark Advanced K-6/ Adelante K-2 Spanish	Yes 2018	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 grades 3-6	No	0%
Health	Teacher developed health units	No	0%
Visual and Performing Arts	Arts Integration units	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. Our school 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. Students are encouraged to share their playground enhancement ideas with teachers, campus supervisors, and school administrators. The shade structure is enjoyed by all the students. The openness of the playground enhances safety and security for the students. Five outdoor display cases have been installed in the main buildings to display student work. The students get excited when their work is publicly displayed. One of the new outdoor cases is located in a high traffic area to enhance ongoing parent communication. The students enjoy spending time in the garden area and help maintain and enhance it. At least once per year, parents, students, and community members are invited to a garden beautification day. 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 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
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 2018

	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 Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	33%	35%	28%	31%	48%	50%
Mathematics (grades 3-8 and 11)	22%	29%	17%	19%	37%	38%

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.

NOTE: ELA and 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.

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	354	99.44%	34.75%
Male	178	177	99.44%	33.33%
Female	178	177	99.44%	36.16%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	302	300	99.34%	31.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00%	51.02%
Two or More Races				
Socioeconomically Disadvantaged	292	291	99.66%	29.55%
English Learners	219	218	99.54%	27.98%
Students with Disabilities	41	41	100.00%	9.76%
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	354	99.44%	28.81%
Male	178	177	99.44%	32.77%
Female	178	177	99.44%	24.86%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian				
Filipino	--	--	--	--
Hispanic or Latino	302	300	99.34%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	49	100.00%	53.06%
Two or More Races				
Socioeconomically Disadvantaged	292	291	99.66%	23.37%
English Learners	219	218	99.54%	22.02%
Students with Disabilities	41	41	100.00%	7.32%
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 High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: 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 on both assessments.

### 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 2017-18)

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	30.90%	22.70%	30.90%
7			
9			

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 2018-19)

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 and 2nd grade students as part of the Monterey County Reads Program through the Panetta Institute. Each academic year we continue to invite additional parents to train as tutors through the Panetta Institute in order to offer this program to more students. Prunedale Elementary continues to collaborate with administrators and teachers at Central Bay High School to bring high school student volunteers to Prunedale to help selected students with basic skills practice and more formal reading practice as part of the Monterey County Reads Program. Parents are invited to attend monthly student celebrations, all school flag ceremonies and other ongoing events at school. In order to keep parents informed, the upcoming events are shared with parents in many ways such as flyers, the school website and social media platforms, including the school/district App, auto notification message system, and the school marquee.

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. The meeting times have been changed to encourage more participation in the PTO. Many events such as fall festival, movie nights, family dance nights and family reading and math nights are sponsored by the PTO and very well attended by many our families. Money generated by PTO activities funds classroom field trips and supplemental classroom materials and activities, such as art classes. In order to enhance college and career awareness, Prunedale School offers a fall career fair for students in 4th - 6th grades. Many of our students' parents participate as presenters. We are working on a college awareness week for all students with lunchtime presenters and activities.

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. Members serve for two years and each member are selected by a group of their own peers. 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 obtains recommendations from the English Language Advisory Committee regarding programs and services for English Learners and monitors the progress and achievement of all students, with a special emphasis on monitoring attendance data. All Prunedale School parents are invited to participate in district-wide meetings and any school committee even if they are not a "formal" member.

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.57	1.90	3.13	4.27	4.05	4.33	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.00	0.06	0.09	0.09	0.08

## School Safety Plan – (School Year 2018-19)

The administration, staff, parents, of Prunedale School recognize that all stakeholders in the school community have the right to a safe and secure campus. The teachers, staff, administration 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. School-wide expectations are reviewed with students annually in order to clarify expectations and make modifications as necessary. Data collection of discipline incidents is in place and shared with staff in order to problem solve areas of need and suggest and implement areas for improvement. Monthly assemblies, weekly shout outs, and ongoing recognition of good behavior, citizenship are established practices at Prunedale School. We work to continually enhance opportunities for students to be recognized and celebrated in order to enhance student and staff connectedness. We have a school-wide focus on attendance and acknowledge perfect attendance each trimester as part of our student celebrations. We also celebrate monthly best attendance for each grade level and provide on time tickets daily for students arriving on time. These are placed in a box and a weekly raffle is held as an additional student incentive.

Prunedale Elementary maintains an updated comprehensive school safety plan. 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. Presentations about how to be safe when using social media have been offered to 6th grade students and 4th - 6th grade parents as an additional approach to enhancing overall safety. Next steps include more training for students and parents with regard to off-site protocols for student-family reunification.

## 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.

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

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

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

\*\* "Other" category is for multi-grade level classes.

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

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

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	25		5	
1	23		5	
2	22	1	4	
3	25		4	
4	26		3	
5	34			3
6	28		3	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

## Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.71	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.5	N/A
Social Worker	.14	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.5	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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6486	\$1702	\$4784	\$72160
District	N/A	N/A	\$5081	\$71037
Percent Difference – School Site and District	N/A	N/A	-5.85%	1.58%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	-58.57%	1.08%

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

## Types of Services Funded (Fiscal Year 2017-18)

Prunedale Elementary School provides additional support to students to master grade level standards and skills. We work with teachers, staff, and parents to offer the following services:

Students who fail to meet grade-level benchmarks and/or demonstrate social, emotional or behavioral needs are provided additional intervention supports by their classroom teacher. After a period of time, if progress is not made, students 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. Both the school psychologist and mental health counselor participate in these meetings to provide support and strategies for improvement to both families and teachers. They both support teachers in the classroom and provide professional development for entire staff to improve capacity to serve students who need additional support.

**Instructional Leadership Team** is comprised of one teacher representative per grade, academic specialist, resource specialist, and two administrators. The purpose of this team is multi-faceted. The primary function of this team is to improve academic outcomes for all students by analyzing data and recommending the implementation of high leverage instructional strategies, providing professional development that supports recommendations, communicating with grade level colleagues, and increasing teacher leadership capacity. The team meets approximately two times monthly and presents according to expertise at staff meetings and teacher collaboration days.

**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. Substitutes are provided to teachers for professional development, grade level collaboration, and individual data meetings which focus on identifying areas of need and support for individual students.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45339	\$45681
Mid-Range Teacher Salary	\$69001	\$70601
Highest Teacher Salary	\$95087	\$89337
Average Principal Salary (Elementary)	\$117033	\$110053
Average Principal Salary (Middle)	\$113239	\$115224
Average Principal Salary (High)	\$133499	\$124876
Superintendent Salary	\$183620	\$182466
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	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 Common Core Standards in language arts and mathematics. District staff development days focus on implementing new English language arts curriculum, developing classroom strategies to improve student academic outcomes. Prunedale School teachers participated in a two day training focused on the power of teacher collective efficacy, student goal setting, and the importance of feedback. 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. Teachers are encouraged to present to their colleagues according to their expertise and share recent information learned at other professional development opportunities such as: CABE, California State Kindergarten Conference and other opportunities through county office of education. During these grade collaborations, teachers review all curricular areas in order to enhance instruction, review local data such as STAR reading levels, Fountas & Pinell data, and district interim language arts and mathematics formative assessments, CAASP Assessment Data, ELPAC 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.