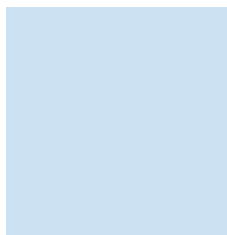


SARC

School Accountability Report Card 2018-19
Published in 2019-20



New Republic Elementary School

New Republic knows no limits to the success of every student.

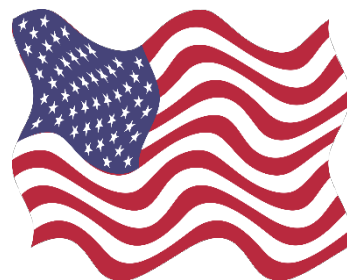
Grades TK-5
CDS Code 27-66191-0107391

RaeAnn Madrid
Principal
rmadrid@santaritaschools.org

636 Arcadia Way
Salinas CA 93906
(831) 443-7246

<https://new-republic.santaritaschools.org/>

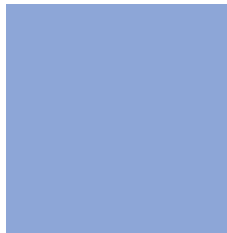
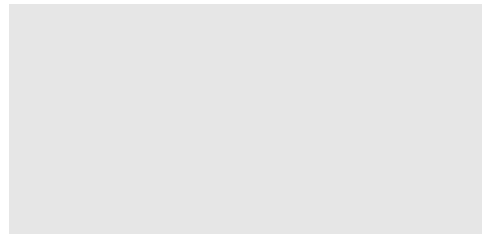
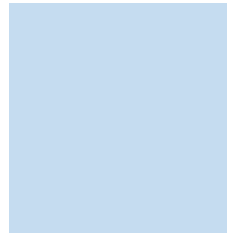
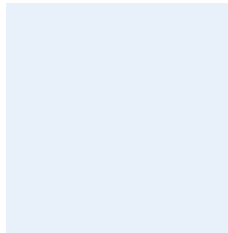
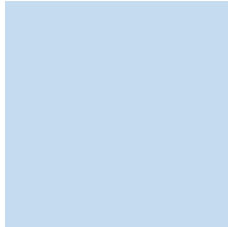
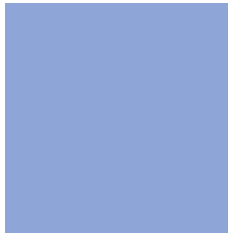
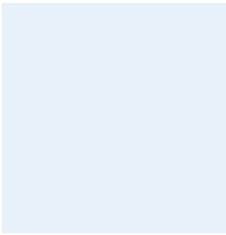
Para español, visita www.santaritaschools.org



Santa Rita Union Elementary School District

57 Russell Road Salinas, CA 93906 ▪ www.santaritaschools.org

Timothy Ryan, Superintendent ▪ tryan@santaritaschools.org ▪ (831) 443-7200





Principal's Message

Together as a learning community, New Republic staff works collaboratively to ensure the success of every student. We focus on Character Counts!, a program designed to ensure excellent behavior. Excellent attendance is also heavily stressed at New Republic, as well as being a Community of Service. Our Student Council leads a food drive and we provided meals to families in our community over winter break.

Teachers provide rigorous, differentiated instruction to students ensuring all students achieve to their highest potential. Intervention is offered to students needing remediation, and advanced learning opportunities are offered to those students who are achieving above grade level and need more challenging instruction.

New Republic Elementary School is a place where "We ALL Learn and Grow!"

School Mission Statement

The mission of the district and site, dynamic educational organizations, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community by providing opportunities to develop academic and social skills in a nurturing environment.

School Vision Statement

The vision of New Republic is to focus on student learning. The teachers are implementing Common Core State Standards and are dedicated to achieving student learning through collaboration and professional development. The entire New Republic staff works tirelessly to ensure that each student has an outstanding learning experience with access to rigorous instruction provided by highly qualified teachers.

Parental Involvement

New Republic provides many opportunities for parent involvement. We have a School Site Council/English Learner Advisory Committee (ELAC). Five Coffee With the Principal meetings occur throughout the year in which guest speakers attend and present information to parents. We have a very active Parent Teacher Association (PTA) that provides student and family activities throughout the year. We have a Parent Involvement/Student Activities committee in which teachers have planned for parents to come and lead games and activities for our students during recess. Notification for meetings is communicated on the school marquee as well as through text/phone messages. We have a Back-to-School Night in the fall and Open House in the spring. Parents are welcomed to volunteer in classrooms and on field trips.

For more information on how to become involved at the school, please contact RaeAnn Madrid, principal, at (831) 443-7246.

School Safety

New Republic has one safety drill per month. There are fire drills, earthquake drills and intruder drills. We have a safety team that includes search and rescue, student/parent reunification, facilities and student safety. Our staff has been trained in ALICE (alert, lockdown, inform, counter and evacuate) 100. We have school resource officers on campus during the week as well as a counselor and psychologist who work with students in crisis.

The school safety plan was last reviewed, updated and discussed with the school faculty in May 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission and Vision Statement

The vision and mission of the Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.

School Board

Sarah Turner
Board president

Diego Jacob Sandoval
Board clerk/vice-president

Elva Arellano
Board trustee

Meri Keiser
Board trustee

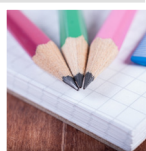
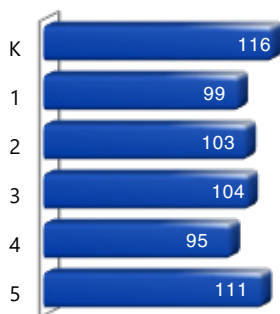
Sunil "Neil" Patel
Board trustee



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

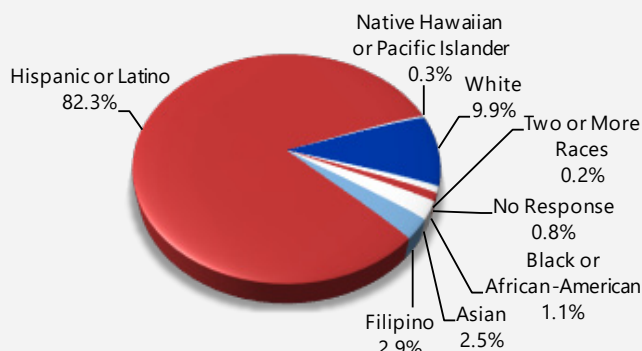
New Republic ES			
	16-17	17-18	18-19
Suspension rates	0.8%	0.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
Santa Rita Union ESD			
	16-17	17-18	18-19
Suspension rates	1.3%	2.3%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 628 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



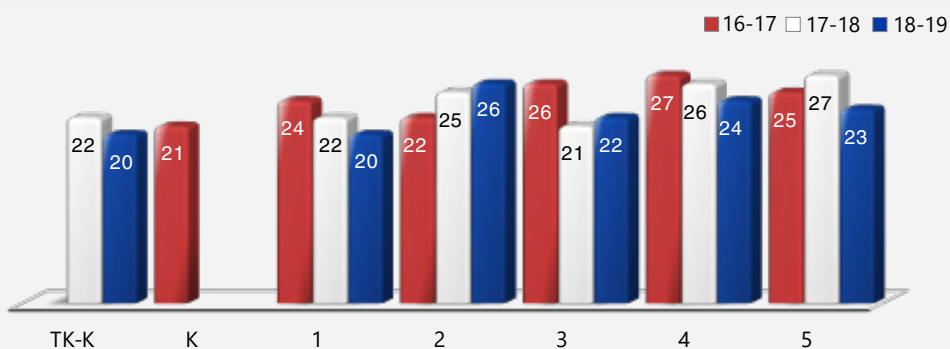
Socioeconomically disadvantaged	59.10%
English learners	31.50%
Students with disabilities	9.40%
Foster youth	0.20%
Homeless	0.30%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K				1	4		2	3	
K	4	1							
1		4		1	3		3	1	
2	1	3			4			4	
3		4		3	1			4	
4		4			4			4	
5		4			4			4	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	New Republic ES		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	New Republic ES		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	48%	45%	37%	39%	50%	51%
Mathematics	38%	41%	22%	22%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		New Republic ES
		Grade 5
Four of six standards		22.5%
Five of six standards		16.2%
Six of six standards		4.5%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	304	297	97.70%	2.30%	45.05%
Male	154	150	97.40%	2.60%	37.86%
Female	150	147	98.00%	2.00%	52.63%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	246	243	98.78%	1.22%	42.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	65.79%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	184	180	97.83%	2.17%	41.21%
English learners	132	127	96.21%	3.79%	37.82%
Students with disabilities	43	40	93.02%	6.98%	17.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

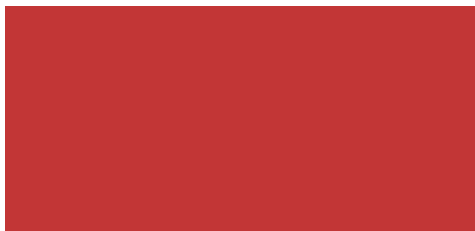
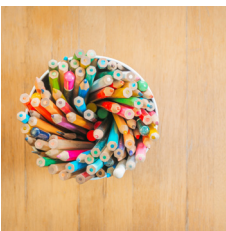




CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	305	301	98.69%	1.31%	41.30%
Male	155	153	98.71%	1.29%	36.62%
Female	150	148	98.67%	1.33%	46.27%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	246	243	98.78%	1.22%	36.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	40	39	97.50%	2.50%	68.42%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	184	182	98.91%	1.09%	34.94%
English learners	132	130	98.48%	1.52%	33.88%
Students with disabilities	43	40	93.02%	6.98%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The district maintains a Curriculum Council each year with representation from all six schools. This committee reviews all curricula that is up for current adoption, based on the timelines established by the California Department of Education. The council is comprised of a majority of certificated teachers. The group meets regularly to also discuss ongoing needs regarding adopted curricula, including necessary training and materials needed. Adopted curricula are approved by the CA State Board of Education.

Textbooks and Instructional Materials List

		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	CA Journeys, Houghton Mifflin	2015
Mathematics	Eureka Math	2014
Science	Amplify (TK-5)	2019
History/social science	Studies Weekly	2017

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

		2019-20 School Year
New Republic ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

		2019-20 School Year
Data collection date	8/28/2019	

✧ Not applicable.



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/5/2019	
Date of the most recent completion of the inspection form	10/5/2019	

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Types of Services Funded

At New Republic, we are fortunate to have a migrant education teacher who is here weekly to work with our migrant students. We are a Title I school and receive funding to employ eight intervention paraprofessionals who work with our at-risk students. Local Control and Accountability Plan (LCAP) funding allows us to have two kindergarten paraprofessionals who work solely with our TK-K students. We are also fortunate to provide PE and music for our students. Additionally, LCAP funding provides Rosetta Stone licenses for our newcomer English learners as well as our advanced learners. We are running an after school STEM Academy for selected 4th and 5th grade students.



"Together as a learning community, New Republic staff works collaboratively to ensure the success of every student."

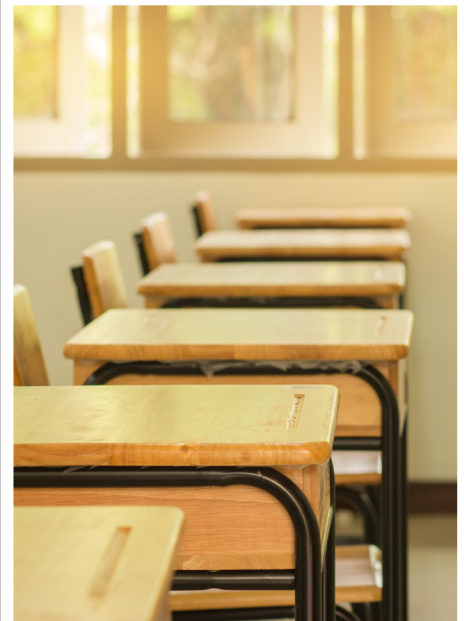
School Facilities

New Republic was built in 2004 and has 28 classrooms. Additionally, we have an RSP room, a speech room, an Intervention office, a migrant education office and an occupational therapy office. There is a library, music room, multipurpose room/cafeteria and playground. The playground includes blacktop with basketball courts, ball walls, athletic fields, a track and bench seating. There is a play structure as well. In the main office, we have a records room, a conference room, a counselor's office, psychologist's office, PE office, workroom and staff lounge. There is also a health office and the principal's office.

The general condition of the school is good, based on the FIT tool and inspection. All repairs have been scheduled. New Republic is a very clean school. There is a lead day custodian and a night custodian who takes care of most repairs. The district sends maintenance crews as needed.

There are sufficient classrooms, playground space and work space at New Republic.

New Republic is a closed campus. There are adults in front as students arrive at school. Students enter through the main gate, which is closed and locked at 8:00 a.m. There is ample supervision in the cafeteria and on the playground before and during school. Students are walked to the front of the school at dismissal and gates are locked shortly thereafter. Safety is the highest priority at New Republic.





Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.17
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Santa Rita Union ESD	New Republic ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	151	27	27	25
Without a full credential	12	3	3	3
Teaching outside subject area of competence (with full credential)	21	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		New Republic ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	1	0

Professional Development

Teachers and staff have been provided a variety of professional development opportunities. There has been training in all academic areas, specifically Houghton Mifflin language arts and Eureka Math. Teachers have also received training in classroom technology and Amplify Science.

For site-based professional development, many teachers have taken the lead and provided training in areas such as coding, designing and implementing writing rubrics, SBAC preparation for students and data review/data driven decision-making.

Professional development is provided at district-planned training days, site-based Professional Learning Community (PLC) times and with coaching from the site teacher on special assignment (TOSA).

Google certification was offered for staff and administration.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5 days	6 days	2 days and 30 hours	



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Santa Rita Union ESD	Similar Sized District
Beginning teacher salary	\$42,591	\$49,378
Midrange teacher salary	\$73,923	\$77,190
Highest teacher salary	\$92,301	\$96,607
Average elementary school principal salary	\$109,967	\$122,074
Average middle school principal salary	\$115,503	\$126,560
Superintendent salary	\$185,000	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
New Republic ES	\$4,286	\$74,311
Santa Rita Union ESD	\$6,688	\$72,127
California	\$7,507	\$77,619
School and district: percentage difference	-35.9%	+3.0%
School and California: percentage difference	-42.9%	-4.3%

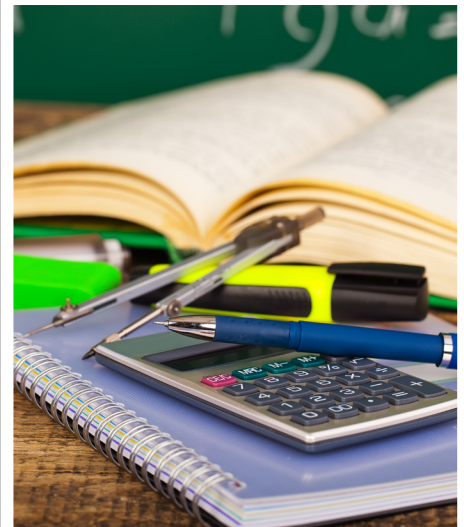
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$4,908
Expenditures per pupil from restricted sources	\$622
Expenditures per pupil from unrestricted sources	\$4,286
Annual average teacher salary	\$74,311



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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