

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Prunedale Elementary

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

Principal: Melissa Lewington, Principal

Phone: (831) 663-3963

Email: mlewington@nmcusd.org

Web Site:

CDS Code: 27738256026447



North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

Email: kyeater@nmcusd.org

Web Site: 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
 Web Site: 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, Principal
 E-mail Address: mlewington@nmcusd.org
 Web Site:
 County-District-School
 (CDS) Code: 27738256026447

School Description and Mission Statement (School Year 2019-20)

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 is essential in order to supports our students' academic and social emotional learning in all areas of school.

School climate and culture is an area of focus for this academic year as we understand the strong connection between a positive and safe school and a productive learning environment for our students. This year we have formed a committee of teachers and classified staff members who are focusing on how to enhance the safety, welcoming, and inclusive environment that we want for all of our students, staff, and families. As social emotional learning is such an important focus area, our district has adopted Second Step. Second Step is a Social Emotional Learning curriculum that is designed to teach students skills they require to be self-regulated and motivated so they are able to focus and concentrate and get the best out of their education. The curriculum is designed to teach and reinforce needed skills both inside and outside the classroom, encourage positive behavior with consistent and common language and strengthen our ongoing efforts to maintain a safe and supportive learning environment. We are also working on providing more opportunities for students to take leadership roles in the school and the student leadership team and the student kindness club are taking the lead with activities that support this effort. We will also be surveying our 3rd - 6th grade students to determine additional supports that might be required.

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 – 5th grade students. Prunedale Elementary School's English Language Learners receive 30-45 minutes of English Language Development (ELD) every day at their level. The ELD curriculum is a separate component within Benchmark Advance. This connection enhances student understanding of the core curriculum. All 6th grade classes are now using 6th - 8th grade aligned curriculum for each core subject area. They are using Benchmark for language arts, Go Math for math, TCI for social studies, and Amplify for science. All of these newly adopted curriculum contain an online component which enhances each student's experience and enables technology to be integrated throughout the school day.

Classroom teachers continue to incorporate technology into daily instruction. 1st through 6th grade classrooms now have their own Chrome Book Carts and the students use these laptop computers to research, write and ultimately present various individual and group projects to their classmates. TK and 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. All students have access to two computer labs with 40 desktops in each lab. Applications such as Google Classroom enable the teachers and students to collaborate and communicate in real time about various assignments. Students also use Accelerated Reader, LEXIA, and other internet based programs to enhance Reading language arts and math instruction. Benchmark Advance has an online component which enables teachers to provide additional support for their students, either to remediate or accelerate their learning. 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.

Our instructional leadership team (ILT) 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. The ILT members are taking the lead on implementing the Achievement Team data cycles. The focus of these cycles is to select a standard in either language arts or math, choose a pre and post assessment and within the grade level teams choose an instructional strategy to determine the impact of each teacher's instruction on the academic achievement of our students. As a school we are focusing on the school-wide strategy of collective teacher efficacy as research indicates that this is a powerful instructional strategy to improve academic outcomes.

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 2018-19)

Grade Level	Number of Students
Kindergarten	113
Grade 1	89
Grade 2	107
Grade 3	95
Grade 4	94
Grade 5	74
Grade 6	97
Total Enrollment	669

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0.1%
Asian	
Filipino	0.3%
Hispanic or Latino	82.5%
Native Hawaiian/Pacific Islander	0.9%
White	15.2%
Two or More Races	
Socioeconomically Disadvantaged	82.2%
English Learners	50.2%
Students with Disabilities	6.9%
Foster Youth	0.3%
Homeless	36.5%

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	28	29	187
Without Full Credential	2	1	0	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other 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-5 2014 Gr. 6 Go Math!	Yes-Grade 6	0%
Science	McGraw-Hill Science K-5 2007 Gr. 6 Amplify Science	Yes-Grade 6	0%
History-Social Science	Harcourt-Reflections K-5 2007 Gr. 6 History Alive The Ancient World	Yes-Grade 6	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%

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

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. We opened school this year with a brand new front office which facilitates entry and exit to the school. This enables the front office staff to monitor visitors to school, ensure they sign in and out and provides another layer of safety for our campus. The office upgrade has helped present a more professional entry to the school and our front office staff is able to welcome and assist parents quickly and efficiently. The office upgrade and new fencing has also enhanced the safety of Prunedale School. New signage has also improved the look of the school with a more colorful and updated school mascot.

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. There are now two large solar panels on the playground which not only provides green energy for the school but will also provide additional shade structure for the students during hot days. 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 recently collected** 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 rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: June 2019

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

Year and month of the most recent FIT report: June 2019

	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	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	35%	41%	31%	34%	50%	50%
Mathematics (grades 3-8 and 11)	29%	33%	19%	20%	38%	39%

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	366	366	100.00%	0.00%	40.71%
Male	185	185	100.00%	0.00%	35.14%
Female	181	181	100.00%	0.00%	46.41%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian					
Filipino					
Hispanic or Latino	308	308	100.00%	0.00%	36.36%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00%	0.00%	65.38%
Two or More Races					
Socioeconomically Disadvantaged	300	300	100.00%	0.00%	36.33%
English Learners	219	219	100.00%	0.00%	32.42%
Students with Disabilities	37	37	100.00%	0.00%	8.11%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	133	133	100.00%	0.00%	38.35%

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	367	100.00%	0.00%	32.97%
Male	186	186	100.00%	0.00%	33.33%
Female	181	181	100.00%	0.00%	32.60%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian					
Filipino					
Hispanic or Latino	309	309	100.00%	0.00%	28.48%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00%	0.00%	57.69%
Two or More Races					
Socioeconomically Disadvantaged	300	300	100.00%	0.00%	28.33%
English Learners	220	220	100.00%	0.00%	29.09%
Students with Disabilities	37	37	100.00%	0.00%	5.41%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	133	133	100.00%	0.00%	29.32%

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which 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.

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 2018-19)

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	31.60%	17.10%	10.50%
7			
9			

NOTE: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019-20)

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, monthly calendar of events, the school website, Facebook, and the school/district App, auto notification message system, and the school marquee.

A parent survey was done at the beginning of the 2019/2020 school year in order to obtain more parent input. Parents were invited to complete the survey at Back to School Night in the fall. There was an enormous response due to the ease in completing the survey in either English or Spanish. The survey provided insight into information that the parents would like and additional ways that we might assist students and families.

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 and the School Site Council. 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.

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.

In order to enhance college and career awareness, Prunedale School will host its second annual college and career awareness week for all students. The majority of events will happen during lunch times to ensure equitable access for all of our students. Members of the student leadership team will be involved in assisting younger students in age appropriate activities. Parents are invited to be presenters to the students about their careers and educational journey. Our district's community collaborative will be presenting STEM career and activities to our 4th grade students during this time as well. We are working on a partnership with Girl Scouts Inc to provide STEM activities for our younger students 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	1.9	3.1	0.7	4.0	4.3	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 and 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. School expectations will be posted throughout common areas of the school. 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.

In collaboration with the newly formed Culture Climate Team, we are reviewing different policies and procedures and working on enhancing different student celebrations throughout the year so the celebrations feel fresh and inclusive for all of our students. As part of this effort we are surveying our 3rd - 6th grade students with an in-house survey to determine additional student identified priorities. We are also planning a staff survey to identify areas that need improvement.

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. An incident command team was formed this year in order to provide a more comprehensive team to work together to respond to emergencies that might happen on campus. All of our staff members continue to be trained in areas of safety on campus. Both administrators continue to attend trainings at the county and district level to update resources and increase response readiness.

We are fortunate to have a School Resource Officer (SRO) in our district. The SRO comes to campus as his time permits and responds and provides support to students and families for particular situations. He also does presentations in classrooms, social media presentations, and presentations about tobacco and vaping awareness to upper grade students. 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	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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	23	1	4	
1	23		4	
2	22	1	4	
3	19	4	1	
4	31		2	1
5	25		3	
6	33			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.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	.0

* 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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.71
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.14
Nurse	.14
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.8
Other	1

* 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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,464	\$1,702	\$5,762	\$66,553
District	N/A	N/A	\$6,472	\$73512
Percent Difference – School Site and District	N/A	N/A	11.61%	9.94%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	26.29%	9.17%

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

Types of Services Funded (Fiscal Year 2018-19)

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 and support personnel. The MTSS (Multi-Tiered Student Supports) team meets with teachers to determine supports needed. One of the MTSS team members serves as a liaison with the classroom teacher to determine whether a particular strategy or support is improving either the academic or behavioral situation. As needed, additional supports are put into place. School administrators, 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.

The Instructional Leadership Team (ILT) continues to work on developing teacher capacity and teacher leader roles. This year, there is a member of the ILT from each grade level, kindergarten - 6th grade providing expertise and representation from each grade level. A member of the special education staff is represented as well. Members of the Instructional Leadership Team are working with their grade level colleagues to analyze student work and assessments in order to maximize collective teacher efficacy to improve the academic outcomes of our students. This team is becoming the "go to" team of teachers recognized for their various areas of expertise. Members of the team are providing professional development during staff meetings and leading the work to improve the academic achievement for all of our students. We are using different data sources to identify patterns of strengths and weaknesses in order to plan for improvements. Teachers also participate in district-wide committees such as the curriculum council, educational technology, and the biliteracy committee in order to work toward district-wide goals of improving the academic achievement for all of our students.

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, MTSS and Student Study Team meetings as needed in order to focus on identifying areas of need and support for individual students.

Professional development days listed below are a combination of full and partial days available for the school year.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46245	\$46208
Mid-Range Teacher Salary	\$68183	\$72218
Highest Teacher Salary	\$96988	\$92742
Average Principal Salary (Elementary)	\$121761	\$134864
Average Principal Salary (Middle)	\$118391	\$118220
Average Principal Salary (High)	\$133499	\$127356
Superintendent Salary	\$187292	\$186823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	37	48	38