# Mintie White Elementary
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

| | |
|---|---|
| **SARC Overview** | 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.<br><br>- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- 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 https://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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Mintie White Elementary |
| **Street** | 515 Palm Ave. |

| City, State, Zip | Watsonville, CA 95076 |
|---|---|
| Phone Number | (831) 728-6321 |
| Principal | Samantha Legorreta |
| Email Address | Samantha_Legorreta@pvusd.net |
| School Website | [https://mintiewhite.pvusd.net/](https://mintiewhite.pvusd.net/) |
| County-District-School (CDS) Code | 44-69799-6049746 |

## 2023-24 District Contact Information

| District Name | Pajaro Valley Unified School District |
|---|---|
| Phone Number | (831) 786-2100 |
| Superintendent | Murry Schekman, Interim Superintendent |
| Email Address | murry_schekman@pvusd.net |
| District Website | www.pvusd.net |

## 2023-24 School Description and Mission Statement

Welcome to Mintie White Elementary School! We are a school with over 500 students. On average with 85% Free and reduced lunch and 82% ELs. Our vision is to create an environment of learning where all students feel safe to take academic risks, learn to use mistakes as an opportunity for growth, and be able to articulate where they are in their learning. We have implemented Positive Behavior Interventions and Supports and are working on connecting with students in order to correct behaviors. Additionally, we are implementing an MTSS process to support the various needs of our students. This is a school-wide endeavor and focus. We continue to work to implement Integrated English Language Development (IELD) lessons daily to support our English learners and vocabulary development for our EO students.

We have put a significant amount of energy into our Parent Outreach this year; partnering with the District Level Parent Engagement Team to offer a variety of opportunities for our parents to provide feedback and receive support. Parents continue to attend information meetings and conferences with their children regarding academic and social-emotional progress. We continue to set academic and behavioral goals, with families, in support of our students. Our School Site Council (SSC) and English Language Advisory Committee (ELAC) help raise money to send our fifth-grade students to Outdoor School and are an important part of our decision-making body.

Overall, our efforts have been supported by the after-school coordinator to ensure students receive, on a daily basis, the intervention support needed as well as enrichment experiences. For more information, please contact the principal Samantha Legorreta at 831-728-6321.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 96 |
| Grade 1 | 92 |
| Grade 2 | 96 |
| Grade 3 | 71 |
| Grade 4 | 85 |

| | |
|---|---|
| **Grade 5** | 81 |
| **Total Enrollment** | 521 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 52% |
| **Male** | 48% |
| **American Indian or Alaska Native** | 0.2% |
| **Asian** | 0.8% |
| **Black or African American** | 0.6% |
| **Hispanic or Latino** | 92.1% |
| **Native Hawaiian or Pacific Islander** | 0.2% |
| **Two or More Races** | 0.2% |
| **White** | 6% |
| **English Learners** | 66.8% |
| **Foster Youth** | 0.2% |
| **Homeless** | 10.2% |
| **Migrant** | 11.9% |
| **Socioeconomically Disadvantaged** | 94% |
| **Students with Disabilities** | 9.8% |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 18.00 | 74.69 | 675.70 | 75.64 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 1.00 | 4.15 | 12.00 | 1.35 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 5.00 | 21.12 | 129.30 | 14.48 | 11216.70 | 4.08 |

| Authorization/Assignment | | | | | | |
|---|---|---|---|---|---|---|
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 16.30 | 1.82 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 59.80 | 6.70 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.10 | 100.00 | 893.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.00 | 86.96 | 643.50 | 73.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.50 | 1.08 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 3.00 | 13.04 | 169.10 | 19.21 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 14.70 | 1.67 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 43.40 | 4.93 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.00 | 100.00 | 880.20 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 1.00 |
| Misassignments | 5.00 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 5.00 | 3.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |

| Local Assignment Options | 0.00 | 0.00 |
|---|---|---|
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| **Misassignments for English Learners**<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 36.1 | 8.6 |
| **No credential, permit or authorization to teach**<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.1 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers
All students have been provided a Chromebook.
All of our classrooms have networked computers and a printer for students to use. In grades TK-5 we have 1:1 ratio of Chromebooks, students build their mathematics, reasoning, and reading skills using special software that complements the curriculum. The mobile labs are available to teachers for whole-class instruction in AR or Internet research. TVs and Document Cameras are in every room as well as Chromeboxes. All teachers have been provided with a Chromebook and document camera. We have a technology liaison and a computer technician 2 days per week who works hard to ensure that all computers are working well and that teachers and staff can access the Internet. Students use the computers for Accelerated Reader, and other reading programs, Lexia, NewsELA, and Khan Academy Accelerator to name a few.

Textbooks
We continue having Benchmark Adelante and Benchmark Advanced and Bridges Mathematics.

Curriculum:
Curriculum includes Benchmark, Bridges, and Twig Science for Tk-3. All curriculums support the California Common Core Standards.
You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

| Year and month in which the data were collected | August 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Benchmark Adelante and Benchmark Advanced /2019 | Yes | 0% |

| | | | |
|---|---|---|---|
| **Mathematics** | Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016 | Yes | 0% |
| **Science** | K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007 | Yes | 0% |
| **History-Social Science** | Reflections California, Harcourt Achieve/2006 | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | NA |

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

| Year and month of the most recent FIT report | 9/25/2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | X | | 23: secure bookcase clean dirty ceining tiles 24: secure bookcase replace ceiling tiles 25: carpet seam trip hazard 26: clean ceiling tiles near the vents 27: clean ceiling tiles near the vents 9: replace/ clean dirty ceiling tiles 20+ LIB: clean dirty ceiling vents/ ceiling tiles |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | 11: expired fire extinguisher |
| **Structural:** Structural Damage, Roofs | | X | | 15: secure bookcases (3) 16: secure racks/ replace ceiling tiles 6 23: secure bookcase clean dirty ceining tiles 24: secure bookcase replace ceiling tiles 25: carpet seam trip hazard 6: secure bookcase 7: secure file cabinet/ light cover |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 15 | 12 | 28 | 26 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 11 | 9 | 17 | 17 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 234 | 233 | 99.57 | 0.43 | 12.07 |
| Female | 123 | 122 | 99.19 | 0.81 | 17.21 |
| Male | 111 | 111 | 100.00 | 0.00 | 6.36 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 221 | 220 | 99.55 | 0.45 | 11.42 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 150 | 149 | 99.33 | 0.67 | 2.68 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 35 | 34 | 97.14 | 2.86 | 6.06 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 223 | 222 | 99.55 | 0.45 | 12.22 |
| Students Receiving Migrant Education Services | 27 | 27 | 100.00 | 0.00 | 3.70 |
| Students with Disabilities | 23 | 23 | 100.00 | 0.00 | 4.35 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 233 | 232 | 99.57 | 0.43 | 9.05 |
| Female | 123 | 122 | 99.19 | 0.81 | 9.84 |
| Male | 110 | 110 | 100.00 | 0.00 | 8.18 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 220 | 219 | 99.55 | 0.45 | 8.68 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 149 | 148 | 99.33 | 0.67 | 4.73 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 35 | 34 | 97.14 | 2.86 | 2.94 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 222 | 221 | 99.55 | 0.45 | 8.60 |
| Students Receiving Migrant Education Services | 27 | 27 | 100.00 | 0.00 | 11.11 |
| Students with Disabilities | 23 | 23 | 100.00 | 0.00 | 4.35 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 9.30 | 6.17 | 16.22 | 16.11 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 83 | 81 | 97.59 | 2.41 | 6.17 |
| Female | 49 | 48 | 97.96 | 2.04 | 8.33 |
| Male | 34 | 33 | 97.06 | 2.94 | 3.03 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 82 | 80 | 97.56 | 2.44 | 5.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 50 | 48 | 96.00 | 4.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 12 | 11 | 91.67 | 8.33 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 78 | 76 | 97.44 | 2.56 | 5.26 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

## 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 97.6 | 96.4 | 0 | 96.4 | 97.6 |

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Our Parent Engagement Team (District Level) , guided by teachers and parent leaders, offers academic and community leadership workshops to parents to enable them to become effective family and community leaders. Our parents regularly participate in these events. Through their involvement in the SSC, English Learner Advisory Committee, and Migrant Education, parents discuss skills that enable them to support their children. Parents who take on these leadership roles are trained by the district on roles, responsibilities and rights of parents. Parents have an open invitation to be classroom volunteers and to support other school activities. They actively plan events for the current school year and work hard to earn funds to send every fifth grader to Outdoor Science School. We are continuing to add parent engagement nights, such as literacy nights, STEAM nights, and math support nights. Additionally, in an attempt to further bolster Parent Engagement, Mintie White has volunteered to host Parent Engagement Events here on-site. To find out more on how to become involved in school, contact the Principal, Samantha Legorreta

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 546 | 536 | 224 | 41.8 |
| Female | 284 | 278 | 110 | 39.6 |
| Male | 262 | 258 | 114 | 44.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 4 | 4 | 1 | 25.0 |
| Black or African American | 3 | 3 | 3 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 504 | 495 | 198 | 40.0 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 1 | 100.0 |
| White | 32 | 31 | 20 | 64.5 |
| English Learners | 365 | 360 | 119 | 33.1 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 64 | 63 | 17 | 27.0 |
| Socioeconomically Disadvantaged | 515 | 507 | 209 | 41.2 |
| Students Receiving Migrant Education Services | 62 | 62 | 15 | 24.2 |
| Students with Disabilities | 75 | 72 | 38 | 52.8 |

## C. Engagement

## 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

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------|---------|---------|---------|---------|---------|---------|-------|-------|-------|
| Suspensions | 0.00 | 0.90 | 1.47 | 0.02 | 4.40 | 4.72 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.12 | 0.07 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---------------|------------------|-----------------|
| All Students | 1.47 | 0 |
| Female | 0.7 | 0 |
| Male | 2.29 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.39 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 1.92 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 1.56 | 0 |
| Socioeconomically Disadvantaged | 1.55 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 5.33 | 0 |

## 2023-24 School Safety Plan

Our Safe School Plan focuses on people, programs, and the physical environment. It is reviewed and revised yearly by the administration, SSC, and District Assistant Superintendent. We conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills. There are emergency procedures posted in each class. We have had yearly School Safety assessments made by Williams and the District's risk management department. We also have a teacher-led committee that focuses on Disaster Preparedness and plans for safe evacuations in other emergencies.

Staff and yard duty personnel monitor the school grounds for 30 minutes before and after school, as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. We are constantly reviewing schedules and discipline to change what needs to be changed and celebrate successes. Although we have a closed campus that is fully fenced, and thanks to Measure L funding we have a new decorative fence, repaired roof, and newly landscaped front entrance. We have enforced the rule that visitors need to enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay. The side gates are open only before school for students to enter. We are working very hard to maintain the beautiful, yet old, building structure, and keep it both clean in repaired.

## D. Other SARC Information

### Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 22 | 1 | 4 | |
| 1 | 20 | 3 | 1 | |
| 2 | 21 | 3 | 5 | |
| 3 | 22 | 1 | 7 | |
| 4 | 31 | | 6 | |
| 5 | 30 | | 6 | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 20 | 2 | 3 | |
| 1 | 24 | | 4 | |
| 2 | 19 | 2 | 2 | |
| 3 | 21 | 2 | 2 | |
| 4 | 27 | | 3 | |
| 5 | 28 | | 3 | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 22 | 0 | 7 | 0 |
| 1 | 23 | 0 | 8 | 0 |
| 2 | 24 | 0 | 8 | 0 |
| 3 | 24 | 0 | 5 | 0 |
| 4 | 28 | 0 | 6 | 0 |
| 5 | 27 | 0 | 6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 9 | 1 | 0 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 3.3 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $12,929.92 | $1,715.08 | $6,356.51 | $63,423.37 |
| District | N/A | N/A | $4,858.33 | $72,675 |
| Percent Difference - School Site and District | N/A | N/A | 26.7 | -13.6 |
| State | N/A | N/A | $7,607 | $90,632 |
| Percent Difference - School Site and State | N/A | N/A | -17.9 | -35.3 |

## Fiscal Year 2022-23 Types of Services Funded

We have counseling services available through Pajaro Valley Prevention Services PVPSA which serves our students, who qualify, with more traditional counseling services.
We also have a student leadership known as our Student Council which offers students a leadership opportunity.
We also have a Social Emotional Counselor on site 2.5 days a week to serve our students. Due to the number of English Language Learners at our school we also receive Title 1 funding that supports our school in many ways. We use some of these specialized funds to help Tk-5th grade teachers receive training, support intervention groups, and special services offered to support our English Learners. In addition, we also fund our Reading Intervention teachers materials and personnel with funds received by Title 1 monies. We also utilize the PVUSD wellness center located at E.A. Hall Middle School.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $50,666 | $55,550 |
| Mid-Range Teacher Salary | $68,722 | $84,645 |
| Highest Teacher Salary | $94,640 | $111,284 |
| Average Principal Salary (Elementary) | $101,857 | $139,860 |
| Average Principal Salary (Middle) | $107,410 | $146,440 |
| Average Principal Salary (High) | $117,662 | $158,447 |
| Superintendent Salary | $222,832 | $278,268 |
| Percent of Budget for Teacher Salaries | 25.51% | 32.21% |
| Percent of Budget for Administrative Salaries | 4.88% | 4.89% |

## Professional Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. This is our fifth year of implementing SIPPS program intensively in grades K-3, first year of supporting 4th and 5th grade teachers with SIPPs interventions through SIPPS Challenge level implementing 3 Part Rotations. All teachers new to the district receive additional support and training. Our teachers attend one day of staff development before school begins and up to 7 days during the school year. These days are devoted to aligning our curriculum with state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and applying it to the school. This is in addition to the training they have had on the use of Benchmark Advance and Bridges Math curriculum. This year we will focus on year 5 of PBIS Positive Behavior Interventions and Support and training teachers' in the most effective way to help students change their behavior.

For the 2023-24 school year, the primary professional development focus is still on the Whole Child, and the Whole community including Social Emotional Learning, and of course Early Foundational Literacy. Additionally at Mintie White, we have emphasized a strong focus on early literacy, Positive Behavior Interventions and Supports and Multi-Tiered Systems of Support; furthering our efforts from the previous year.

We dismiss students at 12:00pm on Friday to allow time for teachers to collaborate, both within and across grade levels. Once a month, teachers attend a two-hour staff development meeting. The atmosphere on our campus continues to be collaborative and positive, as we use a shared leadership model. This collaboration is evident and public as teachers share their best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 4 | 10 |