

# T.S. MacQuiddy

## 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.

- 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/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <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

<b>School Name</b>	T.S. MacQuiddy
<b>Street</b>	330 Martinelli St.

<b>City, State, Zip</b>	Watsonville CA 95076
<b>Phone Number</b>	(831) 728-6315
<b>Principal</b>	Rebecca Milburn
<b>Email Address</b>	rebecca_milburn@pvusd.net
<b>School Website</b>	<a href="https://mac-pajaro-ca.schoolloop.com/">https://mac-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-6049803

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

MacQuiddy Elementary School follows a traditional year school calendar, with classes beginning in mid-August and continuing until the first week of June. We serve students in kindergarten through fifth grade. We offer Structured English Immersion (K-5). Our goal is to ensure that all of our students become proficient in English and gain greater access to formal education and other resources. Our vision statement "Empowering Learners to Reach Their Highest Potential" reflects our belief that all students can become successful in academic, social, and emotional development.

MacQuiddy Elementary School continues a strong focus on improving the reading ability of all of our students, building a strong PBIS program, and supporting all of our English Learners to reach a high level of English proficiency. MacQuiddy recently adopted Benchmark Universe as our new Language Arts program. Emphasis has been put on having our students consistently working with high-quality text, building student ability to justify their thinking through the use of evidence, and an emphasis on meaningful academic discourse. Our Systematic ELD program supports our English Learners and is a separate block period where students are also leveled and receive targeted ELD instruction, oral academic language and collaborative group discussion activities. Teacher/student clarity, the formative assessment process, and gradual release of responsibility are also important integral components of moving students forward. Teachers at MacQuiddy Elementary School are continuing to focus on the implementation of SIPPS in kindergarten through 3rd grade. (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based decoding intervention program proven to help new and struggling readers in grades K–5 build skills and confidence for fluent, independent reading.

Instructional technology is utilized by grade levels in distinct ways. All students within our school have access to a Chromebook throughout the regular school day to assist with ELA, Math, Science, Social Science, Common Core-based research activities instruction (Lexia, ST Math, Google Classroom, and Khan Academy, Beable).

Our parents always have the opportunity to participate on our advisory councils, volunteer in classrooms, and assist teachers with various class activities and field trips. We continually welcome parent participation at MacQuiddy. In addition to helping in the classroom and on field trips, our parents have the opportunity to be a formal part of the school by participating on the School Site Council (SSC), the English Language Advisory Committee (ELAC), and parents can also represent the school in the District English Language Advisory Committee (DELAC) and the District Migrant Parent Advisory Committee.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	67
Grade 2	81
Grade 3	78
Grade 4	75
Grade 5	68
Total Enrollment	421

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7%
Male	55.3%
Asian	1%
Black or African American	0.7%
Filipino	1%
Hispanic or Latino	91.4%
Two or More Races	0.5%
White	5.5%
English Learners	63.4%
Foster Youth	0.2%
Homeless	13.5%
Migrant	13.1%
Socioeconomically Disadvantaged	89.3%
Students with Disabilities	15.7%

### 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)	21.00	84.00	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	7.76	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	2.00	8.20	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.00</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	19.00	82.61	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)	1.00	4.35	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	3.00	13.04	43.40	4.93	15831.90	5.67
<b>Total Teaching Positions</b>	<b>23.00</b>	<b>100.00</b>	<b>880.20</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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	1.90	0.00

<b>Misassignments</b>	0.00	1.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	1.00

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	48.8	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

#### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course and whether those textbooks covered the California Content Standards.

#### Curriculum

Schools in 45 states are in process of transitioning to the nationally developed Common Core Standards. Seven years ago our school used site-based SIG funds to purchase several thousand dollars of ELA materials and resources to support the transition. Extensive units of study have been developed by the Educational Services department and teachers are provided training and planning time before each unit of study. The Bridges math curriculum is in its third year of adoption and teachers are receiving ongoing professional development training throughout the year on the Bridges math curriculum.

#### Technology

During Distance Learning, all students have been provided a Chromebook and if necessary, a hotspot. Instructional technology is utilized by grade levels in distinct ways. Kinder and 1st grade classrooms use iPads to support small group instruction during ELA time (LEXIA and Starfall). 2nd grade has Chromebook carts and utilizes them for LEXIA (ELA) Khan Academy (Math), and Common Core based research. 3rd, 4th and 5th have one to one Chromebooks where they use Google classroom for

Common Core based research activities. LEXIA and Khan Academy are also used as intervention support for ELA and Math. 2nd thru 5th grade also use ST math as a supplemental instructional technology program. Most recently the SSC focused on updating the audio visual systems within each classroom by purchasing Apple TV's and Chrome books for each teacher.

All staff members have access to email and the Internet. Individual classroom teachers are provided a laptop computer for their personal school use, including in their classroom, home, or to take to conferences and workshops. They are also used to electronically take daily attendance directly from the classroom. All classrooms have been outfitted as Intelligent classrooms that have newly installed TV monitors that connect with the teacher laptop, document cameras and sound systems. Digital cameras are used around the school to document a variety of events and activities.

**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 Advance Benchmark Adelante/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**

8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		3E: carpet is coming apart at the seams center of classroom. B-WING 1B: Missing 8 foot section of baseboard. E6: carpet is coming apart at the seams center of classroom. E7: carpet is coming apart at the seams center of classroom.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	2C: Broken cabinet doors. 3C: Broken cabinet doors.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	12	13	28	26	47	46
<b>Mathematics</b> (grades 3-8 and 11)	9	7	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
<b>All Students</b>	226	216	95.58	4.42	12.68
<b>Female</b>	94	89	94.68	5.32	15.73
<b>Male</b>	132	127	96.21	3.79	10.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	205	196	95.61	4.39	10.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	11	91.67	8.33	18.18
<b>English Learners</b>	137	130	94.89	5.11	6.25



<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	33	100.00	0.00	12.12
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	205	196	95.61	4.39	11.92
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	3.33
<b>Students with Disabilities</b>	35	30	85.71	14.29	0.00

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	226	215	95.13	4.87	7.08
<b>Female</b>	94	88	93.62	6.38	11.36
<b>Male</b>	132	127	96.21	3.79	4.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	205	195	95.12	4.88	6.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	11	91.67	8.33	9.09
<b>English Learners</b>	137	131	95.62	4.38	3.82
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	33	33	100.00	0.00	6.06
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	205	194	94.63	5.37	5.76
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	0.00
<b>Students with Disabilities</b>	35	28	80.00	20.00	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	4.44	1.45	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
<b>All Students</b>	71	69	97.18	2.82	1.45
<b>Female</b>	27	26	96.30	3.70	3.85
<b>Male</b>	44	43	97.73	2.27	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	66	64	96.97	3.03	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	36	34	94.44	5.56	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	62	60	96.77	3.23	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	92.8	92.8	92.8	92.8	92.8

## 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 parents are very involved at MacQuiddy Elementary School. We work closely with the Harvest Food Bank and Life Lab to educate parents on health and nutrition and provide fresh fruits and vegetables to interested families on a bi-monthly basis. Special evening events are organized throughout the year to educate parents on grade level curriculum and to showcase student performances.

Parents participate in our School Site Council (SSC) and ELAC, both of which monitor the school plan and annual specialized state and federal funds. Both meetings are conducted in English and Spanish when necessary. All home/school communications are sent home in these two languages as well.

To find out how you can volunteer or help at MacQuiddy Elementary, we encourage you to talk to your child's classroom teacher at (831) 728-6315.

#### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	429	175	40.8
Female	202	192	78	40.6
Male	250	237	97	40.9
Non-Binary	0	0	0	0.0

American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	1	25.0
Black or African American	3	3	2	66.7
Filipino	4	4	1	25.0
Hispanic or Latino	413	391	158	40.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	26	25	12	48.0
English Learners	281	267	97	36.3
Foster Youth	3	1	0	0.0
Homeless	65	61	19	31.1
Socioeconomically Disadvantaged	404	384	162	42.2
Students Receiving Migrant Education Services	55	55	12	21.8
Students with Disabilities	82	80	34	42.5

## 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	0.37	3.98	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	3.98	0
Female	1.98	0
Male	5.6	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0

<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	4.36	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	3.2	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	4.62	0
<b>Socioeconomically Disadvantaged</b>	3.96	0
<b>Students Receiving Migrant Education Services</b>	5.45	0
<b>Students with Disabilities</b>	6.1	0

## 2023-24 School Safety Plan

Our Safe School Plan has been developed following state, county and district guidelines and focuses on people, programs, and the physical environment. The administration, School Site Council (SSC), and district assistant superintendent review and update the plan annually. The plan was revisited at a Leadership meeting and School Site Council meeting this fall and will be updated and discussed with faculty. We also receive an annual site inspection to monitor the textbooks and the safety of the facility. We utilize administrators, teachers, and 4-yard supervisors, and volunteers to help with supervision, school climate, and overall school safety.

We maintain 4 basic principles at MacQuiddy School called the MacQuiddy Values that all individuals are expected to follow:

We are the Mustangs and we follow HERD expectations.

- H: Honest
- E: Effort
- R: Respect
- D: Great Decisions

We nurture and reinforce these values through student assemblies and recognition programs.

MacQuiddy Elementary focuses on creating a student centered learning community that celebrates our diverse community. Weekly Friday Assemblies, Safety Patrol, Student Leadership, Recognition Wall with student photos, Monthly Newscast Team, and PBIS School wide celebrations are just a few of the community building activities at MacQuiddy Elementary. We follow the Positive Behavior Intervention System; HERD expectations as a school. We are in the process of receiving training and developing successful support systems for this new process. We are also implementing the Social/Emotional/Behavioral curriculum Harmony and Sown to Grow. The purpose of these programs are to promote social-emotional competence and self-regulation. Assemblies are held to reinforce these important competencies. At the end of the month one student from each classroom who has exhibited this life skill is selected to participate in the Mustang Citizen of the Month celebration. Our closed campus is clean and safe, reflecting pride in our community and ourselves. All visitors are required to check in at the main office before visiting classrooms.

## 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	24		6	
1	24		3	
2	22	2	4	
3	21	2	4	
4	28		6	
5	30		6	
Other	15	7	3	

## 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	23		3	
1	23		3	
2	20	3	1	
3	24		3	
4	22		3	
5	29		3	
Other	12	4		

## 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	24	0	2	0
1	22	0	3	0
2	23	0	3	0
3	24	0	3	0
4	22	0	3	0
5	32	0	1	1
6	0	0	0	0
Other	12	3	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	
Resource Specialist (non-teaching)	
Other	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	\$14,264.11	\$2,742.31	\$6,663.47	\$64,556.78
District	N/A	N/A	\$4,858.33	\$72,675
Percent Difference - School Site and District	N/A	N/A	31.3	-11.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-13.2	-33.6

## Fiscal Year 2022-23 Types of Services Funded

We use specialized state and federal funds to pay for half of the academic coordinator's salary, one part-time intervention teacher and parent outreach teacher. This money is also used to buy additional supplemental books, library books, materials and technology to support student achievement. Some funds are also used to provide teachers with training, conferences and collaboration time to help them meet the needs of our English Learners and all students who are below grade level in reading and math. These funds are further supplemented by the Extended Learning After School Program and the Migrant Education Program to better meet the students' academic and social needs.

## Fiscal Year 2022-23 Types of Services Funded

We raise money to support our library by participating in an annual Scholastic Book Fair. Our overall collection of books and other materials in the Rita Stringari Library at MacQuiddy School continues to grow each year. This past year a focus was put on the purchase of teacher laptops and Apple TV's in each one of our classrooms.

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

## Professional Development

Our school and the district offer numerous training opportunities throughout the year (Monday collaborations, release time, SBC days, and grade-level collaboration days) to support our goals for increased student achievement. Staff members have regular opportunities for formative assessment process (learning intentions, success criteria, intellectual prep, collaborative learning, distributive practice and differentiation, and data review). The school also receives extensive training in the K-3 SIPPS reading foundational program utilizing SIPPS consultant professional development that includes pieces of training, observations, and lesson modeling. All new teachers, for their first two years, receive additional support and training through the New Teacher Project.

The primary focus for the 2022-23 school year is foundational learning, Social-Emotional support for students, and Parent Engagement as students continue to regain skills lost during the pandemic and work at grade level.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	6	10