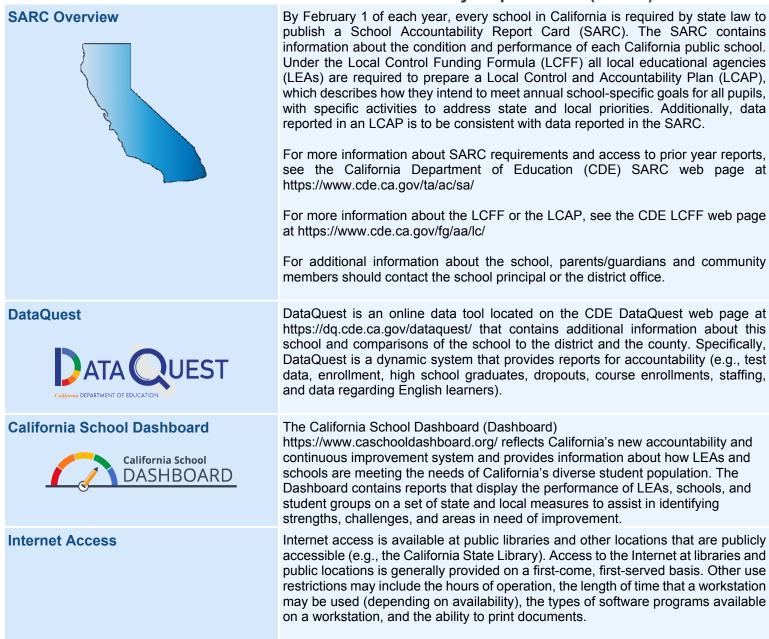# Mintie White Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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.

2022-23 School Contact Information

School Name	Mintie White Elementary
Street	515 Palm Ave.
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-6321
Principal	Rich Moran
Email Address	rich_moran@pvusd.net
School Website	https://mw-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049746

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

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 on a daily basis 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 enrichment experiences. For more information, please contact the principal Rich Moran at 831-728-6321.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	95
Grade 2	74
Grade 3	83
Grade 4	81
Grade 5	84
Total Enrollment	518

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	4.6
English Learners	68.3
Foster Youth	0.0
Homeless	12.5
Migrant	11.6
Socioeconomically Disadvantaged	90.9
Students with Disabilities	7.3

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
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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	5.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	36.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 are available to teachers for whole-class instruction in AR or Internet research. TV's 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
For more than eight years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.
In addition to Common Core we are using Systematic English Language Development (SELD). We are in year one of full implementation of the Benchmark Language Arts curriculum.
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	September 2022

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	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
Foreign Language			NA
Health			NA
Visual and Performing Arts			NA

					Yes	NA

Science Laboratory Equipment (grades 9-12)	NA				Yes	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	9/21/2022

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			Rm 16: Needs ceiling tiles Rm 25: Damage pin board/ Damage carpets Rm 3: pealing pain on the walls/ tranition strip damage Staff Restroom: Hole on the wall/ door securty pin not working when locked
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 7: Carpets are dirty ned to be clean
Electrical		X		Cafeteria: missing screens/ one bad light bulb defuser Library: missing screens/ one bad light bulb defuser Office: Outlet dosent work/ Sink clogg drains slowely Rm 17: Bad electrical outlets Rm 5: Classroom bulbs are not working Rm 8: two ceiling light bulbs our not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Office: Outlet dosent work/ Sink clogg drains slowely
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 10: possible roof leak stain ceiling tile Rm 21: Damaged siding needs to be replace Rm 9: possible roof leak stain ceiling tile/ blinds are damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Library: missing screens/ one bad light bulb defuser Rm 9: possible roof leak stain ceiling tile/ blinds are damage Room 11: Window locks not working missing screws Staff Restroom: Hole on the wall/ door securty pin not working when locked

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):

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	15	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	17	N/A	33

2021-22 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	251	247	98.41	1.59	14.57
Female	130	127	97.69	2.31	20.47
Male	121	120	99.17	0.83	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	249	246	98.80	1.20	14.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	164	160	97.56	2.44	9.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	36	36	100.00	0.00	13.89
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	214	100.00	0.00	11.21
Students Receiving Migrant Education Services	26	26	100.00	0.00	7.69
Students with Disabilities	20	20	100.00	0.00	5.00

2021-22 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	251	246	98.01	1.99	10.98
Female	130	127	97.69	2.31	14.96
Male	121	119	98.35	1.65	6.72
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	249	245	98.39	1.61	11.02
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	164	159	96.95	3.05	6.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	36	36	100.00	0.00	2.78
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	213	99.53	0.47	7.98
Students Receiving Migrant Education Services	26	26	100.00	0.00	7.69
Students with Disabilities	20	20	100.00	0.00	5.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.3	7.1	16.22	28.5	29.47

2021-22 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	88	86	97.73	2.27	9.3
Female	46	45	97.83	2.17	13.33
Male	42	41	97.62	2.38	4.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	88	86	97.73	2.27	9.3
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	47	45	95.74	4.26	0
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100	0	2.86
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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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	99%	99%	98%	100%	98%

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.

2022-23 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. 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, Rich Moran

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	534	274	51.3
Female	283	275	131	47.6
Male	272	259	143	55.2
American Indian or Alaska Native	1	0	0	0.0
Asian	2	2	1	50.0
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	519	499	251	50.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	25	25	16	64.0
English Learners	381	365	162	44.4
Foster Youth	0	0	0	0.0
Homeless	83	79	40	50.6
Socioeconomically Disadvantaged	499	485	254	52.4
Students Receiving Migrant Education Services	62	62	18	29.0
Students with Disabilities	56	54	31	57.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.77	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.90	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.71	0.00
Male	1.10	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	1.20	0.00
Socioeconomically Disadvantaged	1.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	2	3	
1	22		4	
2	22	1	3	
3	22	1	3	
4	28		3	
5	26		4	
Other	22		1	

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	

2021-22 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

2021-22 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	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$67,516
Percent Difference - School Site and District	N/A	N/A	26.7	-6.3
State	N/A	N/A	$6,594	$88,358
Percent Difference - School Site and State	N/A	N/A	-3.7	-32.9

2021-22 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, as well as School Safety Council run by fourth and fifth grade students.
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 k-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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$46,666	$54,370
Mid-Range Teacher Salary	$64,722	$82,681
Highest Teacher Salary	$90,640	$106,610
Average Principal Salary (Elementary)	$101,669	$135,283
Average Principal Salary (Middle)	$107,221	$141,244
Average Principal Salary (High)	$117,462	$152,955
Superintendent Salary	$222,832	$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

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 third year of implementing SIPPS program intensively in grades K-2 and first year implementing SIPPS Challenge in Third Grade., with 3-5 graders 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 two 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 Systematic English Language Development strategies. This year we will focus on year 3 of PBIS Positive Behavior Interventions and Support and training teacher's in the most effective way to help students change their behavior.

For the 2022-23 school year, the primary professional development focus is still on the Whole Child, and the Whole community including our Restorative Start, 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 Wednesday 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 being collaborative and positive, as we use a shared-leadership model. This collaboration is evident and public as teachers share their best practices. We have a strong emphasis on teaching Readers' and Writers' workshop.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4