Christa McAuliffe Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Christa McAuliffe Elementary School
Street	8900 Westwold Drive
City, State, Zip	Bakersfield, CA 93311
Phone Number	(661) 665-9471
Principal	Cristina Ishii
Email Address	cishii@pbvusd.k12.ca.us
School Website	http://mcauliffe.pbvusd.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	15633626110001

2024-25 District Contact Information

District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Katie Russell
Email Address	krussell@pbvusd.k12.ca.us
District Website	http://www.pbvusd.k12.ca.us/

2024-25 School Description and Mission Statement

In 1959, Christa McAuliffe was a sixth-grade student in a class for exceptional students. While studying the universe, she said, "I'm reaching for the stars." The school is named after Christa McAuliffe, who lost her life in the Challenger Shuttle accident in 1986. Christa McAuliffe Elementary School is located at 8900 Westwold Drive on 8.2 acres. It opened in 1991 and was officially dedicated on October 27, 1991, featuring former astronaut Wally Schirra and NASA portrait artist Robert Schaar.

Our purpose is to create a school where kids are excited to learn, where they feel safe, supported, empowered, challenged, and inspired! Our vision is to be the model for providing an excellent education, developing all as lifelong learners. Our mission

2024-25 School Description and Mission Statement

is to focus on providing an excellent education while engaging parents and the community in the process. The McAuliffe staff is united in our vision, mission, and purpose.

A few things that set us apart are our commitment to implementing a sound Multi-Tiered System of Support (MTSS) for students, our dedication to relationship-building and restorative practices, and our focus on challenging students through STEAM activities and the use of Thinking Maps in all subjects. We are committed to fostering diversity, equity, and inclusion for all student groups.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	62
Grade 2	68
Grade 3	59
Grade 4	74
Grade 5	68
Grade 6	91
Grade 9	NA
Total Enrollment	522

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	4
Black or African American	7.1
Filipino	1
Hispanic or Latino	55.2
Two or More Races	1.1
White	23.9
English Learners	12.5
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	74.3
Students with Disabilities	19.2

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)	20.00	80.00	687.10	87.62	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.60	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.80	2.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	0.71	12115.80	4.41
Unknown/Incomplete/NA	5.00	20.00	53.00	6.77	18854.30	6.86
Total Teaching Positions	25.00	100.00	784.30	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	74.07	697.20	86.58	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.70	26.40	3.28	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	14.81	31.10	3.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.90	0.98	11953.10	4.28
Unknown/Incomplete/NA	2.00	7.41	42.60	5.29	15831.90	5.67
Total Teaching Positions	27.00	100.00	805.30	100.00	279044.80	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.

2022-23 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	67.86	683.90	84.82	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.57	22.90	2.84	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	10.71	55.50	6.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.14	6.00	0.74	11746.90	4.23
Unknown/Incomplete/NA	3.00	10.71	38.00	4.71	14303.80	5.15
Total Teaching Positions	28.00	100.00	806.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	3
Misassignments	0.00	3.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	4.00	3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	2
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	11.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.40	3.3	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At McAuliffe Elementary, all grade levels utilize district-adopted, state-approved instructional materials to deliver high-quality, standards-based education. For English Language Arts (ELA), students in grades TK-6 use Benchmark Advance as the core curriculum. Teachers enhance instruction with leveled readers for small group guided reading and intervention. Kindergarten students focus on foundational skills with phonemic awareness books for letter sounds and blending, while grades PreK-2 use Heggerty resources to strengthen phonics instruction. For students performing two or more years below grade level, intervention blocks incorporate materials such as Read Naturally and 95% Group to meet specific needs. Additionally, programs like Lexia and Freckle through Renaissance support literacy development through engaging, personalized activities.

For mathematics, students use Go Math! as the core instructional resource, supplemented by Next Gen Math, an adaptive computer program that differentiates instruction to meet individual learning needs. History-Social Science instruction is guided by Impact California, ensuring that students explore state and national history through engaging and interactive lessons. In science, the Amplify Education curriculum provides hands-on, inquiry-based learning opportunities aligned with Next Generation Science Standards (NGSS). English learners benefit from Benchmark Advance ELD for designated English Language Development instruction, with additional support from Frames for Fluency and Lexia ELD for newcomers and Level 1 learners. Across all grade levels, Thinking Maps are incorporated as a versatile tool to develop critical thinking and problem-solving skills across all subject areas. The comprehensive and carefully curated instructional materials ensure that every student receives a robust and well-rounded education.

Year and month in which the data were collected	10/8/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6)	Yes	0
History-Social Science	Adopted 2020: McGraw Hill Education, "Impact California" (K-6)	Yes	0
Foreign Language	N/A		0
Health	N/A		0

Visual and Performing Arts	N/A		0

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

School Facility Conditions and Planned Improvements

McAuliffe Elementary provides a safe, clean, and well-maintained environment that supports optimal learning. The District administers a comprehensive maintenance program to ensure all facilities meet or exceed California Building and Safety Codes. Ongoing repairs and improvements are conducted proactively, with quarterly inspections by the District's Coordinator of Safety and Risk Management to verify compliance with OSHA standards. The exterior grounds are well-lit, and the entire perimeter of the school is fenced to enhance student safety. A dedicated custodial team works daily to maintain cleanliness and safety, ensuring that all restrooms are sanitized and secured, with toilets in working condition. Regular inspections of the campus and playground equipment help to identify and address potential hazards promptly.

To support a secure campus environment, McAuliffe Elementary has implemented numerous safety protocols outlined in the Safe Schools Plan. All visitors, including substitute teachers and volunteers, are required to register in the office and wear identification badges while on campus. The perimeter gates are locked during school hours, and staff members are trained to activate lockdown procedures in the event of an emergency. Emergency preparedness is reinforced through monthly drills for fire, earthquake, lockdowns, and other disasters, and a comprehensive disaster plan is in place for public review. The District also provides ongoing training in CPR and First Aid as part of its professional development program, ensuring staff are equipped to handle emergencies effectively.

Student safety is further supported by staff supervision beginning at 7:15 a.m. until 2:10 p.m. at dismissal. Designated staff monitor students on the playground and in the cafeteria to ensure their well-being. Students who are not picked up promptly are brought to the office for supervision. McAuliffe maintains a strong partnership with local law enforcement and our district School Resource Officer, evidenced by their rapid response to any concerns. These coordinated efforts ensure that the school remains a safe and welcoming environment for all students.

Year and month of the most recent FIT report	3/27/2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	39	46	46	46	47
Mathematics (grades 3-8 and 11)	27	28	31	30	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	310	309	99.68	0.32	38.51
Female	142	141	99.30	0.70	42.55
Male	168	168	100.00	0.00	35.12
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	25	25	100.00	0.00	44.00
Filipino	--	--	--	--	--
Hispanic or Latino	178	177	99.44	0.56	31.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	26.32
White	73	73	100.00	0.00	49.32
English Learners	36	36	100.00	0.00	19.44
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	231	99.57	0.43	34.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	68	100.00	0.00	17.65

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	310	309	99.68	0.32	27.83
Female	142	141	99.30	0.70	24.11
Male	168	168	100.00	0.00	30.95
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	25	25	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	178	177	99.44	0.56	21.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	21.05
White	73	73	100.00	0.00	43.84
English Learners	36	36	100.00	0.00	13.89
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	231	99.57	0.43	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	68	100.00	0.00	11.76

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.50	25.40	27.70	26.45	30.29	30.73

2023-24 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	68	68	100.00	0.00	26.47
Female	29	29	100.00	0.00	24.14
Male	39	39	100.00	0.00	28.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	16.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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.

2023-24 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 requires only participation results 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	96.9%	98.4%	95.4%	98.4%	98.4%

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.

2024-25 Opportunities for Parental Involvement

At McAuliffe Elementary, parents play a vital role in supporting their children, the school, and the community. Parents contribute by assisting their children with schoolwork at home, fostering a caring environment, and actively participating in school events such as parent conferences, music programs, family picnics, and both athletic and academic activities. Parental involvement opportunities include membership in the McAuliffe Parent Club, participation in advisory committees such as ELAC and SSC, serving as Room Parents, and volunteering in classrooms or during school-wide events. The McAuliffe Parent Club enriches the educational experience of students by organizing fundraising efforts and activities that benefit the entire school community.

To enhance communication and engagement, the school utilizes Parent Square to share updates, foster interaction, and invite participation. McAuliffe holds annual Parent/Teacher Conferences and additional meetings as needed to ensure parents are informed and involved in their child's education. The school also maintains a Parent Engagement Team that works to educate parents, facilitate communication, and gather input to better serve the school community. This team organizes family events throughout the year, fostering strong school-home connections and promoting a collaborative environment that supports student success. Parents and community members are regularly recruited and trained as volunteers to address a variety of student needs, further enhancing the supportive atmosphere at McAuliffe Elementary.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	597	572	139	24.3
Female	289	274	65	23.7
Male	308	298	74	24.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	21	1	4.8
Black or African American	49	45	11	24.4
Filipino	--	--	--	--
Hispanic or Latino	334	320	96	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	133	133	22	16.5
English Learners	77	73	19	26.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	457	436	125	28.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	113	40	35.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.51	1.20	1.17	2.65	2.75	2.15	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17	0.00
Female	0.69	0.00
Male	1.62	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.04	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.50	0.00
English Learners	1.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The McAuliffe staff and community values the importance of school safety, both on and off the school campus. A Safe School Plan has been developed with input from all stakeholders to ensure everyone's safety. It includes goals for visitors on campus, securing and keeping safe the campus, arrival and dismissal procedures, playground and cafeteria supervision, annually updating the School Emergency Preparedness procedures, implementing P.B.I.S. and Social Emotional Learning, keeping grounds debris and clutter-free and campus structures up-to-date with safety features.

This plan is reviewed and updated annually. Our school's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal, certificated staff, classified staff and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees. The most recent Safety Plan was approved by the School Site Council and submitted 11/20/24, and revised and submitted in December to be presented to the Board of Trustees on 1/14/25.

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.

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	24	1	3	
1	29		2	1
2	26		3	
3	20	1	3	
4	29		3	
5	30		3	
6	25		4	
Other	18	3	2	

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	34		2	1
1	24	1	2	
2	23	1	2	
3	38		2	1
4	24		3	
5	22	1	2	
6	28	1	1	
Other	14	4	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	35		1	1
1	28		2	
2	24		2	
3	19	2		
4	28		2	
5	27		2	
6	23		3	
Other	14	6	2	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	12,015.00	4,055.00	$7,959	$82,374
District	N/A	N/A	$11,502	$85,354
Percent Difference - School Site and District	N/A	N/A	-36.4	-3.6
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-30.0	-15.6

Fiscal Year 2023-24 Types of Services Funded

The District's general fund includes monies for:
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:
Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:
Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of teachers, principals, and other school leaders.

Title III
The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State

Fiscal Year 2023-24 Types of Services Funded

academic content and student academic achievement standards as all children are expected to meet. The funds are used to provide resources and training that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively Increase students' English language proficiency.

Title IV:
The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$54,414	$58,553
Mid-Range Teacher Salary	$83,047	$93,924
Highest Teacher Salary	$108,271	$119,489
Average Principal Salary (Elementary)	$138,396	$149,898
Average Principal Salary (Middle)	$139,299	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$254,681	$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

At McAuliffe Elementary, professional development is strategically designed to enhance teacher capacity and improve student outcomes. Focus areas include Balanced Literacy, differentiated instruction, English Language Development (ELD), integrated ELD, district-adopted intervention strategies for MTSS, Direct Instruction, Classroom Management, Common Core Standards Implementation, Professional Learning Communities (PLCs), Thinking Maps, Amplify Education, Impact Teams, PBIS implementation, and Social-Emotional Learning (SEL) through the Positivity Project. These areas were selected based on district-wide surveys reflecting student achievement data and additional needs identified by teachers. The professional development plan ensures alignment with instructional priorities to foster effective teaching practices and support every student. Furthermore, the professional development plan is evaluated to measure the effectiveness of the impact to improve outcome and increase teacher efficacy.

Professional development is delivered through various platforms, including the district's Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific learning sessions, conference attendance, and partnerships with the Kern County Superintendent of Schools and local universities. Teachers participate in a weekly early-release day to engage in PLCs, dedicating 90 minutes to collaborative lesson planning, refining Common Core-aligned lessons, and engaging in professional learning tailored to site needs. Site administration, instructional coaches, and specialists provide ongoing support, modeling effective strategies and coaching teachers in implementing new practices. Additionally, teachers are provided professional development on data analysis and Common Formative Assessment creation on a monthly basis.

Additionally, administrators participate in leadership development to support district-driven instructional goals, with follow-up

Professional Development

coaching provided to ensure the successful application of professional learning. New teachers receive mentorship and guidance through the New Teacher Support program. By offering a robust and multifaceted professional development system, McAuliffe ensures that educators are equipped with the tools, strategies, and resources needed to create a dynamic and effective learning environment for all students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	58	55	26