

Joan Macy School
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year

California Department of Education

Address: 1350 Third Street
La Verne, CA , 91750-
5201

Principal: Monica Kirk

Phone: (909) 596-3173

Grade K-12
Span:

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.

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/>.

About This School

Monica Kirk

📍 Principal, Joan Macy School

Contact

Joan Macy School
1350 Third Street
La Verne, CA 91750-5201

Phone: (909) 596-3173
Email: mkirk@leroyhaynes.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Wien, Matthew
Email Address	wien@bonita.k12.ca.us
Website	www.bonita.k12.ca.us

School Contact Information (School Year 2025–26)

School Name	Joan Macy School
Street	1350 Third Street
City, State, Zip	La Verne, CA , 91750-5201
Phone Number	(909) 596-3173
Principal	Monica Kirk
Email Address	mkirk@leroyhaynes.org
Website	http://www.leroyhaynes.org
Grade Span	K-12
County-District-School (CDS) Code	19643297066079

School Description and Mission Statement (School Year 2025–26)

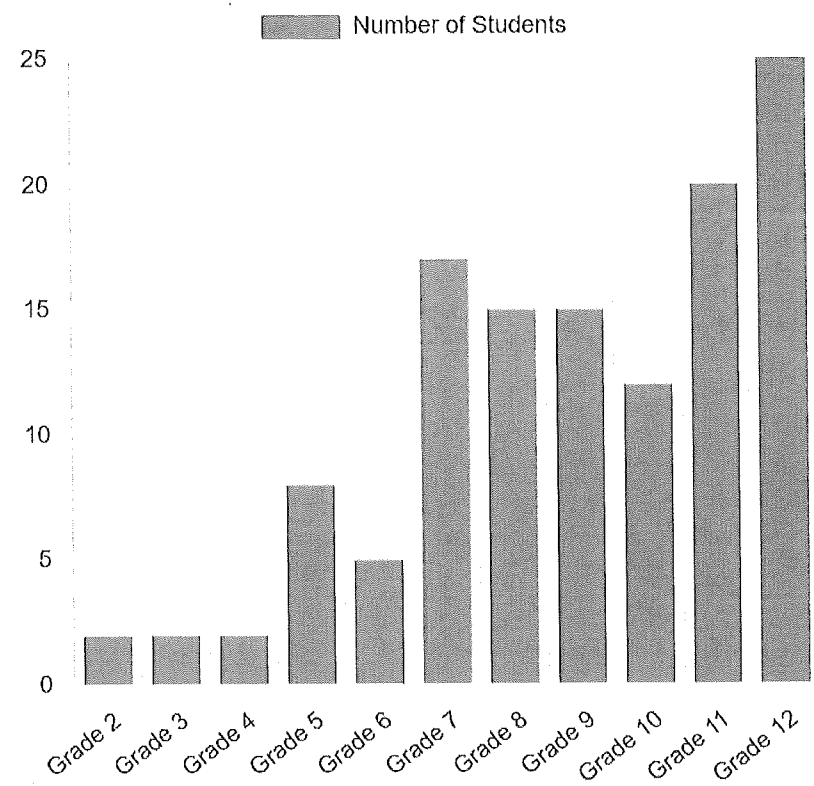
Joan Macy/Renaissance Prep is located on the grounds of David and Margaret Residential Facility. The greenery of the trees and lawns provide a park-like vibe. It has a relaxing and tranquil atmosphere in which visitors, parents and students find inviting. The grounds are maintained and groomed weekly. There are 13 classrooms, a Multipurpose Room/Gym, Staff Training Room, Playground Area and Pool. Our school promotes an enjoyable environment for learning.

Joan Macy/Renaissance Prep is a non-public school accredited by the California Department of Education and provides services to students with special needs in grades K-12. The school is highly structured and individualized, working with students who struggle with academic, social, and behavioral skills. Classes are constructed to provide a beneficial environment where students can develop academic, social, and vocational skills that enable them to transition successfully into the mainstream: work, schools and/or independent living. The school utilizes positive behavior interventions and shaping to address behavioral issues as well as counseling, that is provided by licensed therapists.

Our mission is to strengthen and empower children, young adults and families through innovative and culturally respectable trauma-informed quality treatment, education, and support services to better their lives.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 2	2
Grade 3	2
Grade 4	2
Grade 5	8
Grade 6	5
Grade 7	17
Grade 8	15
Grade 9	15
Grade 10	12
Grade 11	20
Grade 12	25
Total Enrollment	123



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	33.00%	English Learners	1.00%
Male	90.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	5.00%	Socioeconomically Disadvantaged	0.00%
Black or African American	26.00%	Students with Disabilities	123.00%
Filipino	0.00%		
Hispanic or Latino	56.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	6.00%		
White	30.00%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

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)	11	100.00%	410.90	90.08%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0	0.0%	4.00	0.88%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.0%	1.10	0.25%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	17.60	3.86%	11953.10	4.28%
Unknown/Incomplete/NA	0	0.0%	22.40	4.93%	15831.90	5.67%
Total Teaching Positions	11	100.00%	456.20	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	11	100.00%	417.40	91.03%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0	0.0%	2.00	0.44%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.0%	3.60	0.79%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0.0%	11.70	2.55%	11746.90	4.23%
Unknown/Incomplete/NA	0	0.0%	23.70	5.19%	14303.80	5.15%
Total Teaching Positions	11	100.00%	458.60	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	11	100%	419.60	92.21%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0	0%	4.70	1.05%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	2.70	0.61%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	10.80	2.37%	12112.80	4.34%
Unknown/Incomplete/NA	0	0%	17.00	3.75%	13705.80	4.91%
Total Teaching Positions	11	100%	455.00	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades: K-6 Houghton Mifflin California Journeys/2017 7th Houghton Mifflin California/2017 8th Houghton Mifflin California/2017 8th Houghton Mifflin Harcourt California Collections/2017 9th Houghton Mifflin Collections Gr 9/2017 10th -12th Houghton Mifflin California/2017	0
Mathematics	Grades: K-5 Mc Graw Hill My Math/2015 6th Glencoe Math Course 1/2016 7th Glencoe Math Course 1/2016 8th Glencoe Math Course 3/2016 9th Pearson Envision AGA Integrated Math 1/2019 10th Pearson Envision AGA Integrated Math II/2019 11th Pearson Envision AGA Integrated Math III/2019 12th Consumer Math	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science	Grades: K-Pearson Elevate Science Pearson Elevate Science Grade 1/2020 Pearson Elevate Science Grade 2/2020- Pearson Elevate Science Grade 3/2020- Pearson Elevate Science Grade 4/2020- Pearson Elevate Science Grade 5/2020- 6th Pearson Elevate Life Science/2020 7th Pearson Elevate Life Science/2020 8th Pearson Elevate Earth Science/2020 9th Pearson Biology/2020 10th Pearson Physical Science/2020 11th Pearson Chemistry	0
History-Social Science	Grades: K-2 Pearson My World Interactive California History-Social Science/2019 Pearson My World Interactive California History-Gr. 3/2019 Pearson My World Interactive California History Gr 4/2019 Pearson My World Interactive History Gr. 5/2019 6th Pearson Ancient World History California/2019 7th Pearson Medieval Modern Times/2019 8th Pearson American History 2019 Pearson American Government/2019 10th World History Modern Times/2019 11th Pearson US History 20th Century/2019 12th Pearson Economics California/2019	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	Grades: 9th-12th Avancemos!	0
Health	Health Globe Fearon	0
Visual and Performing Arts	N/A/	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

School Facility is in GOOD condition.

System: Gas Leaks, Mechanical HAVC, Sewer -HAVC system are repaired immediately if needed. The systems are on a semi-annual maintenance plan, with a vendor; waste lines, (sewer) cleaned when necessary.

Interior: Interior Surfaces: Walls repainted, when necessary, wall damage repaired immediately; carpets cleaned annually.

Cleanliness: Overall Cleanliness: Walls/floors pressure washed when needed; Facility receives weekly maintenance from a pest control company; any issues are resolved/treated immediately.

Restroom//Drinking Fountains: Restrooms are in good condition, as new toilets were installed 12/2024

Fountains were upgraded 12/2024.

Safety: Fire Safety, Hazardous Materials

Fire inspection conducted annually. Last inspection 8/2025

Fire Drills are conducted monthly, Earthquake and Lock Down Drills conducted annually.

Structural: Structural Damage, Roofs:

All roofs have been replaced/restored within the last 2 years; roofs are cleaned twice a year; no reported structural damage.

External: Playground/School Grounds, Windows/Doors/Gates/Fences

Landscaper cares for grounds every weekend; playground inspected every month; windows are replaced/repared as needed; most doors have been replaced within the last couple of years.

Overall Facility Rate: Exemplary

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Good -See Notes
Interior: Interior Surfaces		Good -See Notes
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Good-See Notes
Electrical: Electrical		Good-See Notes
Restrooms/Fountains: Restrooms, Sinks/Fountains		Good -See Notes
Safety: Fire Safety, Hazardous Materials		Good -See Notes
Structural: Structural Damage, Roofs		Good-See Notes
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Good -See Notes Overall Facility-Exemplary

Overall Facility Rate

Year and month of the most recent FIT report: 2024

Overall Rating

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	--	--	72%	73%	47%	48%
Mathematics (grades 3-8 and 11)	--	--	60%	63%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)			45.70%	53.92%	30.73%	32.52%

Note: 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.

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.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

Along with the vocational classes Joan Macy offers, we partnership with the Department of Rehabilitation where students receive training and work a job on grounds earning an hourly wage.

Per each students IEP, prior to their 16th birthday, each student is assessed for post-secondary educational goals, employment goals and independent living goals in order to develop their Individual Transition Plan (ITP). Students are given interest inventory assessments. These assessments explore student's interest whether in service, science, technology, or career interests. Students also participate in classes where they learn about daily living expenses, cost for housing, budgets, transportation costs, filling out job applications, participate in mock interviews, college applications, assistance with FAFSA and much more. Students have opportunities to work on or off campus. Field trips to local colleges are taken during 2nd semester. During senior year students are provided a folder that includes pertinent information needed for college, Job Corps and Dept. of Rehabilitation.

Vocational Classes Offered:

- Culinary
- Construction/Wood Working
- Landscaping and Maintenance
- Clerical
- Automotive
- Ceramics
- Gardening
- Sewing
- Barbering/Cosmetology
- Welding

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	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

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

As we provide services for surrounding districts, districts email information for various programs in their community for parental involvement. This may include tutoring, parent workshops and wellness programs. Parents are also encouraged to participate in their child's educational program and are mailed quarterly progress/report cards. Promotion and Graduation, which is the highlight of the year where many parents and community members celebrate our students. Parents are invited to participate in Back to School Night, annual talent shows and summer school events.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

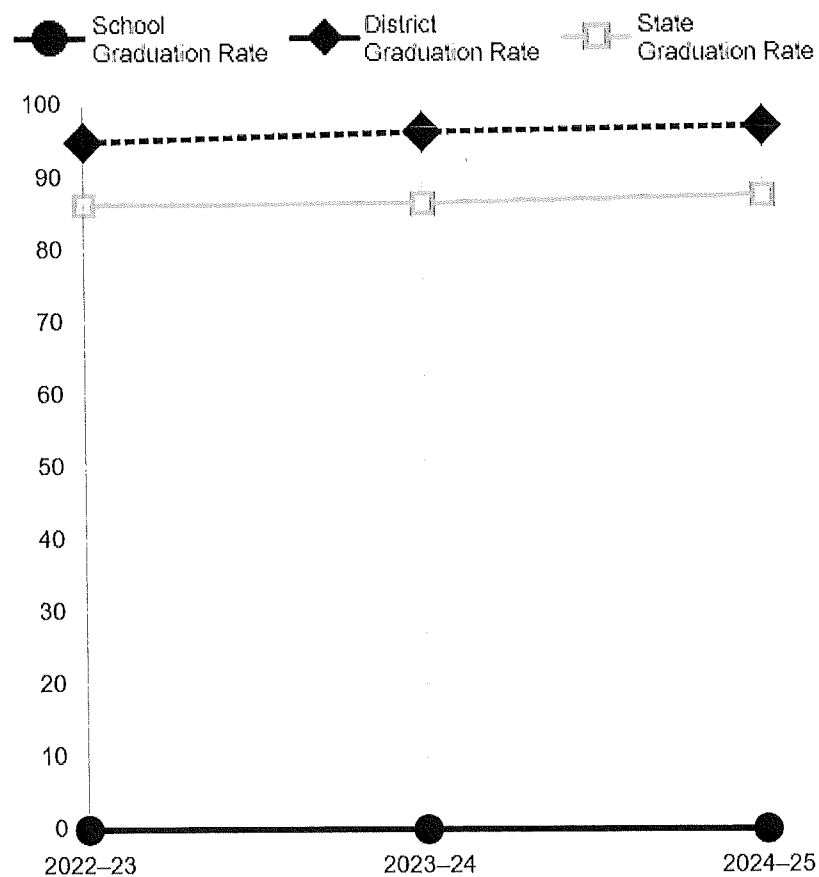
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

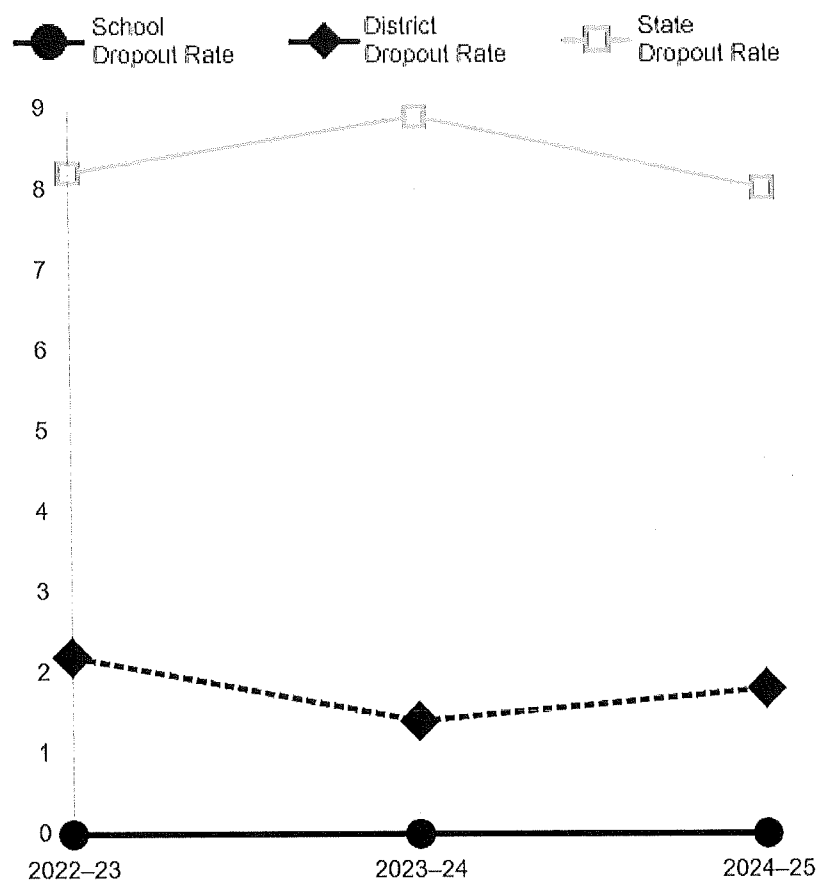
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	0%	0%		94.9%	96.3%	97.1%	86.2%	86.4%	87.5%
Dropout Rate	0%	0%		2.2%	1.4%	1.8%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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.

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

	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0	0	0	2.85	2.90	2.09	3.60	3.28	2.94
Expulsions	0	0	0	0.03	0.08	0.03	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	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	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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.

School Safety Plan (School Year 2025–26)

Joan Macy has a Disaster Plan in cases of emergency. At the beginning of each school year, staff provide and review with students, safety guidelines and protocols. Fire Drills are scheduled and conducted monthly, Earthquake and Lock down Drills are conducted annually. A check list for attendance is conducted after each drill. Exit/Evacuation signs are displayed in all classrooms and the school office. There is a Crisis Team in place in the event of an emergency or disaster. Policies are on file as well as in employee handbooks for their review. There is a Safety Team that meets and adjusts plans as needed. Students are provided with school expectations for behavior in/out of school, as well as transportation guidelines and expectations in their enrollment packets.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	3.00	1	0	0
4	4.00	1	0	0
5	9.00	1	0	0
6	7.00	1	0	0
Other**	12.00	7	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	2.00	1	0	0
3	2.00	1	0	0
4	2.00	1	0	0
5	8.00	1	0	0
6	5.00	1	0	0
Other**	12.00	6	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	1.00	1	0	0
3	3.00	1	0	0
4	2.00	1	0	0
5	5.00	1	0	0
6	5.00	1	0	0
Other**	12.00	7	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	3	0	0
Mathematics	12.00	3	0	0
Science	12.00	3	0	0
Social Science	12.00	3	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	4	0	0
Mathematics	12.00	4	0	0
Science	12.00	4	0	0
Social Science	12.00	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts			0	0
Mathematics			0	0
Science			0	0
Social Science			0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	1.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$0.00	\$0.00	\$0.00	\$95723.00
District	N/A	N/A	--	\$107954.00
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$11146.18	\$100065.00
Percent Difference – School Site and State	N/A	N/A	0%	0%

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

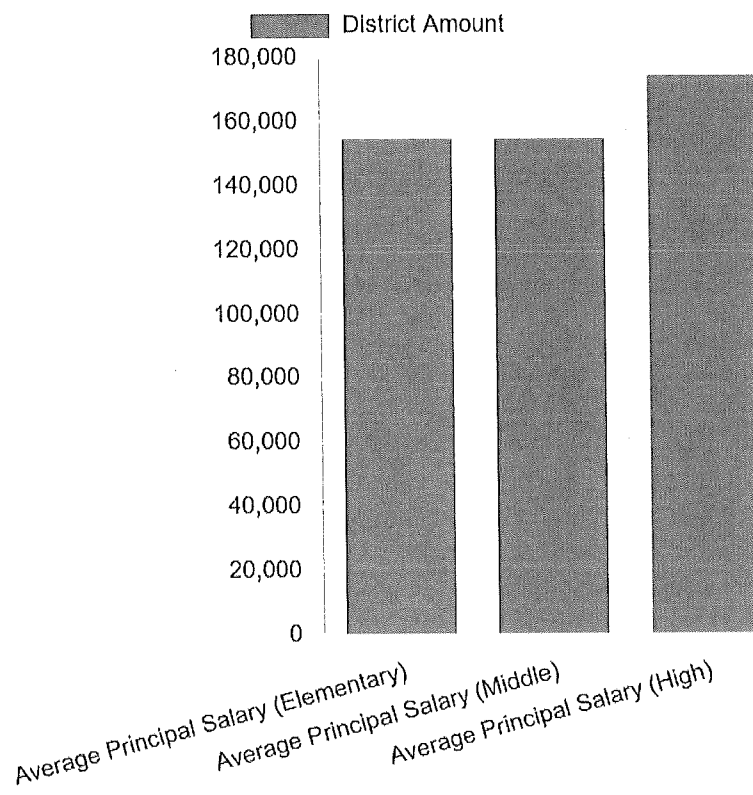
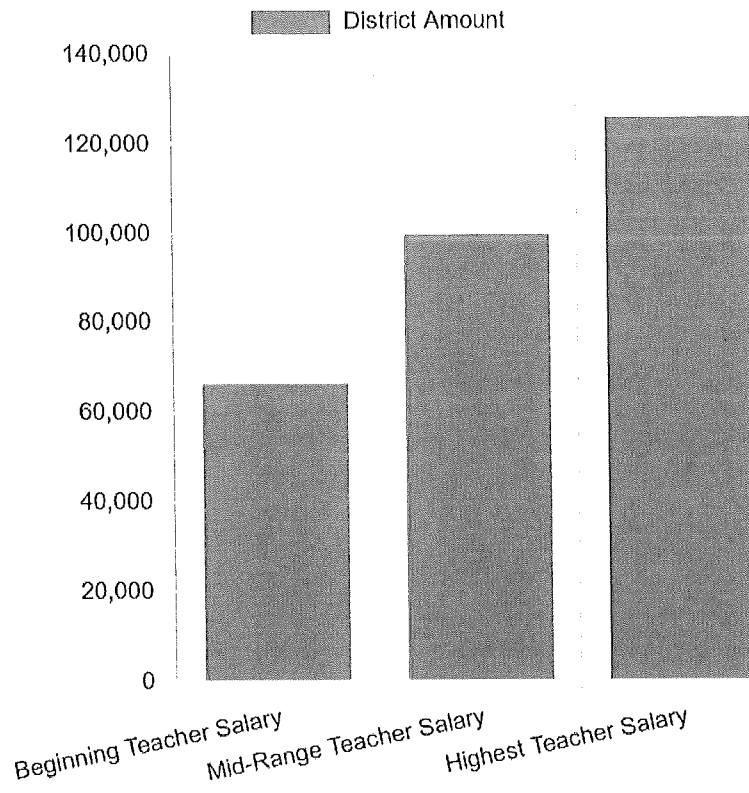
Types of Services Funded (Fiscal Year 2024–25)

Programs offered_ Dis Counseling, Occupational Therapy, Speech and Language Therapy

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66322.00	\$62145.42
Mid-Range Teacher Salary	\$99665.00	\$97088.12
Highest Teacher Salary	\$125633.00	\$120435.72
Average Principal Salary (Elementary)	\$154488.00	\$151342.77
Average Principal Salary (Middle)	\$154488.00	\$159513.87
Average Principal Salary (High)	\$174348.00	\$177260.89
Superintendent Salary	\$307661.00	\$294804.85
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses %**

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2