Apricot Valley Elementary School
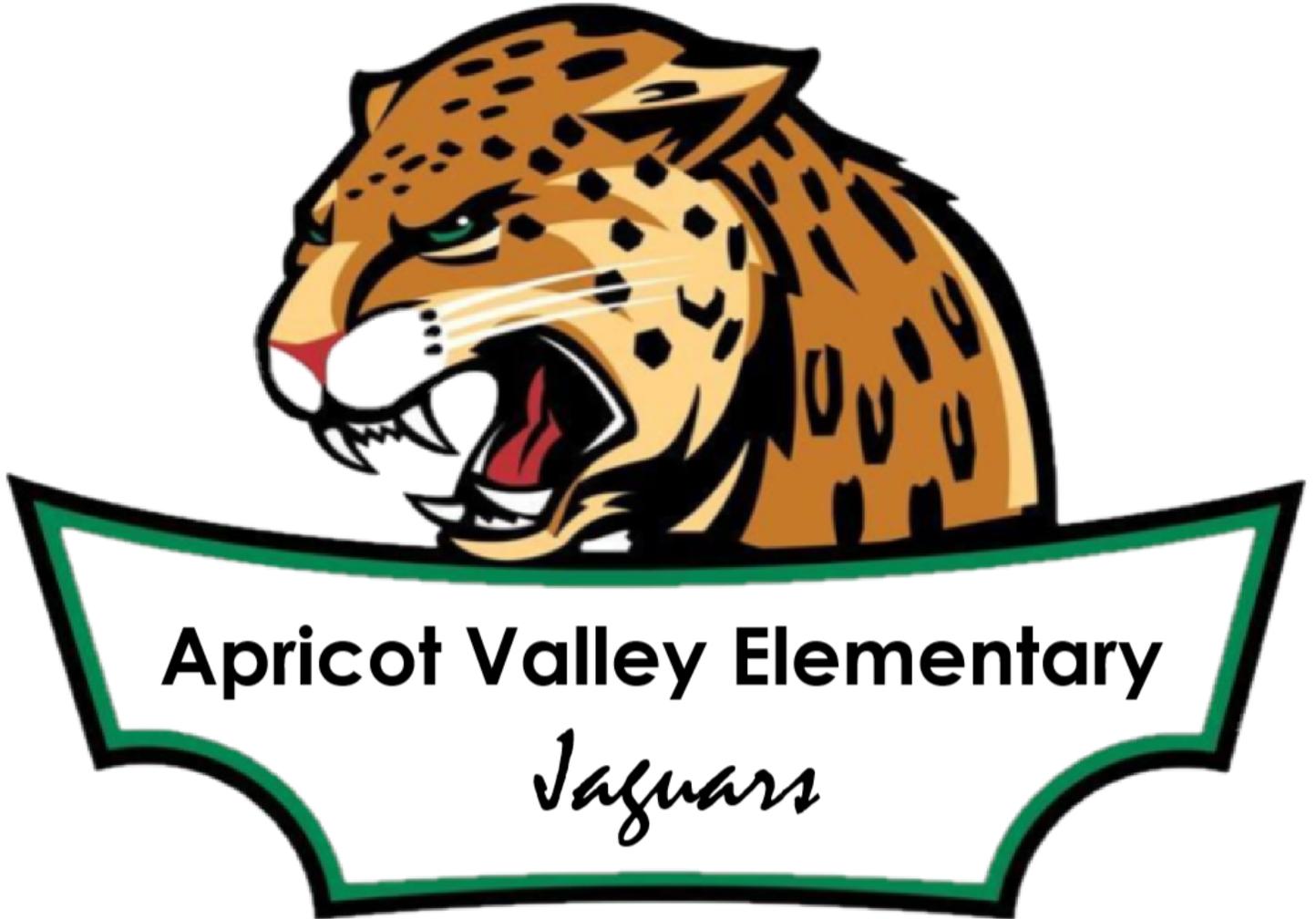## 2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Apricot Valley Elementary School
Street	1320 Henley Parkway
City, State, Zip	Patterson, CA 95363-8800
Phone Number	(209) 892-4700
Principal	Shelby Huerta
Email Address	shuerta@patterson.k12.ca.us
School Website	https://apricotvalley.patterson.k12.ca.us/
County-District-School (CDS) Code	50712170110080

2021-22 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2021-22 School Overview

Apricot Valley Elementary is the largest K-6 school in the Patterson Joint Unified School District. We currently have 816 students and our population is very diverse and representative of the surrounding community. The dashboard has not been updated since the 2018-2019 school year due to the COVID-19 pandemic.

Apricot Valley currently has thirty-one General Education classes and two Mild/Moderate Special Day Classes. We offer individualized support to students through the Resource Specialist Program, Speech and Language, Academic Intervention, and English Learner services. In addition to differentiated instruction within classrooms, our site has a designated time for students to receive levelized instruction, Designated English Language Development, and Enrichment.

We are committed to maintaining a school culture in which all students will receive a quality education. Every student will be provided with the opportunity to be successful in developing their character and work to attain academic excellence. We are dedicated to guiding our students towards becoming lifelong learners and fulfilled members of society. Through our Positive Behavior Intervention and Supports, we are working to create a safe and welcoming environment for all students. As a No Excuses University school, we are committed to preparing all our students to attend college or begin their career. Our staff are highly qualified and facilitate student learning within a rigorous classroom environment. All Apricot Valley classrooms are 1:WEB and teachers are regularly integrating technology into instruction. We are making progress towards our goals of increasing student achievement in English Language Arts and Math, providing relevant professional development for teachers and staff, and engaging in recycling activities.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	112
Grade 2	121
Grade 3	122
Grade 4	118
Grade 5	119
Total Enrollment	696

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.4
Asian	4.5
Black or African American	8.9
Filipino	4.2
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	3
Two or More Races	3.7
White	10.6
English Learners	27.2
Foster Youth	0.4
Homeless	0.4
Socioeconomically Disadvantaged	68.2
Students with Disabilities	9.6

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Apricot Valley teachers have all of the required district adopted curriculum. All students have sufficient instructional materials. We are using Wonders ELD and supplemental Reading curriculum during our designated block of Rotation, which is a time where students receive leveled instruction to meet their academic needs and our English Learners receive designated English Language Development. All grade levels and Special Education classrooms are 1:WEB. Teachers are using a computer-based intervention program, iReady, for remediation, maintenance, or enrichment of math and ELA skills. Other web-based programs are utilized by the teachers to supplement their core instruction. Teachers have also been provided with supplemental online and print science curriculum.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, 2017	Yes	0
Mathematics	Eureka Math, 2016, Number Worlds, 2008	Yes	0
Science	Amplify Science California, 2020	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Apricot Valley Elementary was built in 2005. We currently house 33 classrooms, a Resource Room, a Speech and Language room, a teacher learning center, multipurpose room, library, conference room, and extra office space for outside agencies. Our facilities are in good condition, generally clean, and pleasing to the eye. During extended breaks, custodial and maintenance staff take care of deep cleaning, large projects, and minor repairs. Recent completion of an additional shade structure provides an area that can be utilized for an outdoor eating area and covered space for outdoor activities. Playground structures are checked regularly and all safety hazards are reported. Work orders are submitted to ensure any safety issues are corrected immediately.

District Maintenance and Repairs: District maintenance staff make the necessary repairs to keep the school in good and working order.

Year and month of the most recent FIT report	11/24/2021

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			F5: Surfaces need to be cleaned and dusted

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C14: Counter tops need to be cleaned E5: G4: Countertops and sinks need to be cleaned
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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	355	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	32	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	209	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	40	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	228	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	355	NT	NT	NT	NT
Female	174	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	32	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	209	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	40	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	228	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady ELA Student Groups	iReady ELA Total Enrollment	iReady ELA Number Tested	iReady ELA Percent Tested	iReady ELA Percent Not Tested	iReady ELA Percent At or Above Grade Level
All Students	345	298	86.38%	13.62%	43.29%
Female	182	158	86.8%	13.2%	42.4%
Male	163	140	85.9%	14.1%	44.3%
American Indian or Alaska Native	3	0	0.0%	100.0%	0.0%
Asian	17	16	94.1%	5.9%	43.8%

Black or African American	38	29	76.3%	23.7%	41.4%
Filipino	16	14	87.5%	12.5%	50.0%
Hispanic or Latino	186	167	89.8%	10.2%	40.1%
Native Hawaiian or Pacific Islander	9	9	100.0%	0.0%	44.4%
Two or More Races	13	11	84.6%	15.4%	27.3%
White	42	36	85.7%	14.3%	44.4%
English Learners	91	76	83.5%	16.5%	27.6%
Foster Youth	5	4	80.0%	20.0%	25.0%
Homeless	6	4	66.7%	33.3%	50.0%
Socioeconomically Disadvantaged	253	227	89.7%	10.3%	37.9%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%	0.0%
Students with Disabilities	33	18	54.5%	45.5%	27.8%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady ELA Student Groups	iReady ELA Total Enrollment	iReady ELA Number Tested	iReady ELA Percent Tested	iReady ELA Percent Not Tested	iReady ELA Percent At or Above Grade Level
All Students	345	295	85.5%	14.5%	35.6%
Female	182	157	86.3%	13.7%	29.4%
Male	163	138	84.7%	15.3%	42.0%
American Indian or Alaska Native	3	0	0.0%	100.0%	0.0%
Asian	17	16	94.1%	5.9%	43.8%
Black or African American	38	28	73.7%	26.3%	28.6%
Filipino	16	14	87.5%	12.5%	50.0%
Hispanic or Latino	186	167	89.8%	10.2%	27.5%
Native Hawaiian or Pacific Islander	9	9	100.0%	0.0%	22.2%
Two or More Races	13	11	84.6%	15.4%	36.4%
White	42	35	83.3%	16.7%	51.4%
English Learners	91	76	83.5%	16.5%	21.1%
Foster Youth	5	4	80.0%	20.0%	50.0%
Homeless	6	4	66.7%	33.3%	50.0%
Socioeconomically Disadvantaged	253	226	89.3%	10.7%	32.3%
Students Receiving Migrant Education Services	1	1	100.0%	0.0%	0.0%
Students with Disabilities	33	18	54.5%	45.5%	38.9%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	NT	NT	NT	NT
Female	59	NT	NT	NT	NT
Male	53	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	26	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	69	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Prior to school closures due to COVID-19, parents had regular opportunities to be involved at our site. Communication regarding school programs and events occur during monthly Jaguar Journal, social media, Parent Square, and our Peachjar email system.

Organized opportunities for parental involvement include: Parent Teacher Organization, School Site Council, and English Learner Advisory Committee. Prior to school closures due to COVID-19,parents were encouraged to volunteer in classrooms, attend school events, and attend field trips. We have begun to re-implement these things if parents can provide proof of vaccination and go through the volunteer application process. In addition, we invite families to join us for virtual Back-to-School Night, Open House, No Excuses University rallies, and parent workshops. For more information on how to become involved in our school, please contact the school office.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	775	756	180	23.8
Female	368	360	93	25.8
Male	407	396	87	22.0
American Indian or Alaska Native	6	6	2	33.3
Asian	33	33	4	12.1
Black or African American	73	71	16	22.5
Filipino	28	28	1	3.6
Hispanic or Latino	464	454	122	26.9
Native Hawaiian or Pacific Islander	23	23	7	30.4
Two or More Races	27	27	6	22.2
White	85	80	18	22.5
English Learners	211	204	53	26.0
Foster Youth	15	14	7	50.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	538	527	155	29.4
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	90	86	33	38.4

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.22	0.77	7.00	0.38	3.47	0.20
Expulsions	0.00	0.00	0.29	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.93	5.37	2.45
Expulsions	0.00	0.08	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.27	0.00
Male	1.23	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.37	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.18	0.00
English Learners	0.95	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.11	0.00

2021-22 School Safety Plan

Apricot Valley Elementary has developed a comprehensive safety plan that addresses the following components:
a) Child Abuse Reporting Procedures
b) Emergency Preparedness and Crisis Response Plan
c) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
d) Procedures to Notify Teachers of Dangerous Pupils
e) Discrimination and Harassment Policies
f) School-wide Dress Code
g) Procedure for Safe Ingress and Egress to and from School
h) A Safe and Orderly School Environment Conducive to Learning
i) School Discipline Rules and Consequences
j) Hate Crime Reporting Procedures and Policies.

We are now a closed campus. Visitors must enter through the office, sign in, and obtain a badge. Students and staff are aware of safe and orderly procedures for movement within our campus. Staff monitor the gates, cafeteria, playground areas, and parking lot. We also have security cameras, which enable us to monitor the campus during and after school hours. Monthly fire drills are scheduled and lockdown drills are practiced on a regular basis. Since the COVID-19 school closures, we have reopened our school on a blended learning model with protocols for social distancing, health screening and monitoring. The School Safety Plan was reviewed on 11/8/21. It was updated and approved by the School Safety Committee on 12/9/21. Important components of the plan can be found in the Teacher Handbook and are discussed regularly at faculty meetings throughout the school year.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19	3	3	
1	23	2	8	
2	24	1	8	
3	22	3	7	
4	31		8	
5	28	2	7	1
6				
Other	21		1	

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	1	4	
1	23	1	9	
2	30	2	6	2
3	23	1	9	
4	29		8	
5	31		6	
6				
Other	12	3		

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	10	10		
1	11	10		
2	12	10		
3	11	10		
4	14	8		
5	14	9		
6				
Other	7	4		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8689	1468	7221	73426
District	N/A	N/A	7336	$76,569
Percent Difference - School Site and District	N/A	N/A	-1.6	-4.2
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-15.6	-9.9

2020-21 Types of Services Funded

Apricot Valley offers a variety of services to meet students' academic and socioemotional needs. Some of the services we provide to support our students include: Daily Rotation block of levelized classes, enrichment activities for students identified as Gifted and Talented,and English Language Development for students classified as English Learners. We use Title 1 and LCAP funds to offer paraprofessional support in Reading and Math (K-6). Technology-based intervention programs are utilized during the school day to assist students who are performing below grade level standards. Tutoring is provided after school for all grade levels that choose to partake. After School Program also provides targeted intervention and homework support to enrolled students. Student Success Team meetings are held throughout the year to develop plans for students who are not meeting grade level standards. Special education services include: Speech and Language, Resource, and Special Day Class.

Students who experience socioemotional issues are referred to our Student Assistance Specialist, who is contracted through the Center for Human Services. A Mental Health Clinician is on-site one day per week and provides counseling services to students and/or families that are referred to her services. The District also works with Community Hospice and other outside agencies as needed to assist students and families in need with specific services.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$54,445	$51,029
Mid-Range Teacher Salary	$78,064	$78,583
Highest Teacher Salary	$109,307	$99,506
Average Principal Salary (Elementary)	$131,948	$124,576
Average Principal Salary (Middle)	$137,323	$131,395
Average Principal Salary (High)	$148,769	$144,697
Superintendent Salary	$232,861	$240,194
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional development activities are delivered through professional development opportunities provided before the school year begins, Wednesdays when students are not on campus, and during site staff meetings or individual mentoring. In addition, demonstration lessons are available for those teachers that request them. Districtwide professional development days were held prior to school starting for the 2021-22 school year. In addition, staff members are also able to attend off-site professional growth activities through to strengthen their skills in the content areas through the county, regional and Statewide trainings.

The focus of professional development activities is determined by reviewing student academic progress, assessment data, district initiatives, and site needs. Major focus areas over the past three years have included mathematics, science and technology. Other focus areas include writing, technology, PBIS/SEL, and data analysis. To assist teachers with implementing new skills, Teachers on Special Assignment (TOSAs) provide support in the areas of elementary education, technology, English language development, and new teacher support. Site administrators also provide staff development through staff meetings, classroom walks, targeted site-specific topics, and assistance for individual teachers.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	24	12	23

Patterson Joint Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
District Website Address	www.patterson.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	285	8.84	91.16	60.70
Female	1612	145	9.00	91.00	61.38
Male	1613	140	8.68	91.32	60.00
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	19	11.18	88.82	73.68
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	203	8.36	91.64	58.13
Native Hawaiian or Pacific Islander	64	8	12.50	87.50	--
Two or More Races	110	5	4.55	95.45	--
White	300	29	9.67	90.33	62.07
English Learners	1087	47	4.32	95.68	10.64
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	2	16.67	83.33	--
Socioeconomically Disadvantaged	2380	197	8.28	91.72	56.35
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	18	3.15	96.85	11.11

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3225	276	8.56	91.44	18.84
Female	1612	141	8.75	91.25	16.31
Male	1613	135	8.37	91.63	21.48
American Indian or Alaska Native	21	3	--	85.71	--
Asian	82	9	10.98	89.02	--
Black or African American	170	18	10.59	89.41	22.22
Filipino	50	9	18.00	82.00	--
Hispanic or Latino	2428	197	8.11	91.89	17.77
Native Hawaiian or Pacific Islander	64	7	10.94	89.06	--
Two or More Races	110	4	3.64	96.36	--
White	300	29	9.67		13.79
English Learners	1087	45	4.14	95.86	0.00
Foster Youth	13	1	7.69	92.31	--
Homeless	74	2	2.70	97.30	--
Military	12	1	8.33	91.67	--
Socioeconomically Disadvantaged	2380	192	8.07	91.93	17.71
Students Receiving Migrant Education Services	116	3	2.59	97.41	--
Students with Disabilities	572	19	3.32	96.68	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.