

Grayson 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	Grayson Elementary School
Street	301 Howard Rd.
City, State, Zip	Westley, CA 95387-0007
Phone Number	(209) 892-4725
Principal	Mrs. Sandra Villasenor
Email Address	svillasenor@patterson.k12.ca.us
School Website	www.grayson.patterson.k12.ca.us/
County-District-School (CDS) Code	50712176052922

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

Grayson Elementary School is a K-6 school located in Westley, CA. We have an enrollment of around 245-270 students depending on our migrant population. We are 97% Hispanic, 94% Socioeconomically disadvantaged and 81% English Learners. We have a dual immersion program in Spanish/English utilizing the 50/50 model.

VISION:

The Grayson Charter School staff is dedicated to continual personal and professional excellence. Our Dual Language Immersion Program challenges our students to the highest levels of academic excellence. Our students are educated to be fully bilingual / biliterate participating citizens and leaders of the 21st century. With the unique partnership among parents, members of the community and school staff, students learn to appreciate and understand the value of each individual as an essential part of the total community.

MISSION:

Grayson Charter School Students will:

- Develop fluency and literacy in two languages: Spanish and English.
- Achieve proficiency in all academic subjects, meeting or exceeding district guidelines.
- Cultivate an understanding and appreciation of other cultures and develop positive attitudes toward fellow students, their families, and their community.

District Vision:

PJUSD, the Central Valley's vibrant educational community offering world class academics with a small-town feel, ensures that all students will graduate as resilient confident innovators and contributing citizens with the knowledge and 21st century skills and experience to create their own futures and pursue personal and professional fulfillment. We will do this in a district characterized by:

- High quality, rigorous and relevant curriculum
- Exemplary, passionate and caring staff
- Innovative use of technology
- Partnership with family and community stakeholders
- Cultivation of physical, mental, social and emotional well-being of each student

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	42
Grade 2	47
Grade 3	41
Grade 4	46
Grade 5	38
Total Enrollment	241

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Black or African American	0.4
Hispanic or Latino	98.8
Two or More Races	0.4
White	0.4
English Learners	78.8
Homeless	0.4
Socioeconomically Disadvantaged	94.6
Students with Disabilities	9.1

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

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reach Program, 2002, SRA - adopted 2017 Wonders McGraw-Hill - adopted 2017, Maravillas 2017 McGraw-Hill adopted 2017	Yes	0%
Mathematics	Eureka Math, 2016, Great Minds - adopted 2016, Number Worlds, 2008, SRA - adopted 2008	Yes	0%
Science	Amplify Science California K-5, 2020, Houghton Mifflin - adopted 2007	Yes	0%
History-Social Science	Studies Weekly Inc. K-5, 2019, McGraw Hill	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Grayson School was constructed approximately 75 years ago and renovated approximately 20 years ago. The school consists of a main administrative office and two classroom wings with four classrooms per wing. In addition, ten portable buildings accommodate additional classrooms including a preschool, resource room, and a library. The campus includes a regulation size soccer field, baseball diamond, and basketball courts. Grayson School provides a clean, safe learning environment. Yard duty supervisors consisting of classified and certificated employees who monitor the school on a daily basis before, during, and after school. Restrooms are clean, including sinks, stalls, and soap dispensers, and 100% of the urinals and toilets are in working condition. An eight-hour day custodian and an six-hour night custodian keep the facilities clean and attractive. Repairs and maintenance are done on a routine basis. Minor repairs are handled by the day and night custodian. Our custodial staff diligently works to keep our school clean, safe, and graffiti-free. Two disabled parking spaces have been added to the parking lot.

Major repairs are deferred to the District maintenance crew. Maintenance Projects:

During the Summer of 2021 two additional portables were added to campus in order to house our 6th grade students that are now remaining on the elementary campuses. A cinder block wall was removed to give better sight lines of the new classrooms, restrooms and courtyard to improve safety. There was also a new playground structure installed for the 3rd-6th grade students incorporating music and obstacle courses. In Summer of 2020 the office was completely remodeled to include a new office entrance to access the campus and a new gate was also installed in order to secure the campus during school hours. Outdoor picnic tables were installed to allow students outdoor seating and allow for social distancing. There is also a new shade structure with more tables that was completed in March of 2021. One project that is being worked on is the safety of students and parents walking on to campus from a gate at the front-west side of the campus. The district is working on reconfiguring this area for safer to access to the campus.

Year and month of the most recent FIT report

10/20/2021

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains				Office: Upper Grade Girls Restroom: Faucets don't stay on long enough for students to wash hands
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

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	121	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	92	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	13	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	121	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	59	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	121	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	92	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	31	NT	NT	NT	NT
Students with Disabilities	13	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 Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	111	104	93.69%	6.31%	24.04%
Female	57	54	94.7%	5.3%	20.4%
Male	54	50	92.6%	7.4%	28.0%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	0	0	0.0%	100.0%	0.0%

Black or African American	0	0	0.0%	100.0%	0.0%
Filipino	0	0	0.0%	100.0%	0.0%
Hispanic or Latino	109	104	95.4%	4.6%	24.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	0	0	0.0%	100.0%	0.0%
White	1	0	0.0%	100.0%	0.0%
English Learners	84	79	94.0%	6.0%	15.2%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	1	1	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	108	103	95.4%	4.6%	24.3%
Students Receiving Migrant Education Services	44	41	93.2%	6.8%	12.2%
Students with Disabilities	13	13	100.0%	0.0%	15.4%

*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 Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	111	104	93.7%	6.3%	11.5%
Female	57	54	94.7%	5.3%	11.1%
Male	54	50	92.6%	7.4%	12.0%
American Indian or Alaska Native	0	0	0.0%	100.0%	0.0%
Asian	0	0	0.0%	100.0%	0.0%
Black or African American	0	0	0.0%	100.0%	0.0%
Filipino	0	0	0.0%	100.0%	0.0%
Hispanic or Latino	109	104	95.4%	4.6%	11.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	0	0	0.0%	100.0%	0.0%
White	1	0	0.0%	100.0%	0.0%
English Learners	84	79	94.0%	6.0%	10.1%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	1	1	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	108	103	95.4%	4.6%	11.7%
Students Receiving Migrant Education Services	44	41	93.2%	6.8%	12.2%
Students with Disabilities	13	13	100.0%	0.0%	7.7%

*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	35	NT	NT	NT	NT
Female	21	NT	NT	NT	NT
Male	14	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	24	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	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

All families are encouraged to become informed and actively involved. We invite everyone to attend our Back-to-School Night, Kindergarten orientations, Open House, informational meetings, and English Language Advisory Council. This year we had opportunities online and in person. Please join our Parent Club, which sponsors events that promote a sense of community and raise money for worthy causes. Please consider joining the School Site Council and be part of the team that rewrites our School Improvement Plan. We will also be offering online and when possible in person parent training on various topics to support your students at home.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	247	91	36.8
Female	122	115	35	30.4
Male	138	132	56	42.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	258	245	91	37.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	0	0	0	0.0
English Learners	210	197	72	36.5
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	246	235	90	38.3
Students Receiving Migrant Education Services	97	91	37	40.7
Students with Disabilities	24	22	9	40.9

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	0.65	0.38	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	1.39	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	0.38	0.00
Female	0.00	0.00
Male	0.72	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	0.39	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	0.48	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Grayson Elementary School has conducted and created a comprehensive school safety plan that follows District and school policy. The Safety Plan was updated in November 2021. It was reviewed with staff and School Site Council on November 18th and December 6th. The final Safety Plan was approved on Jan 18, 2022. Monthly Fire drills and quarterly earthquake drills ensure orderly responses by teachers and students in such an event. In addition, teachers are trained in safety procedures for a "Lockdown" event. We have also increased our playground supervision before and after school. Our annual school climate survey consistently indicates that students (and teachers) feel safe at school. Grayson strongly promotes PBIS and positive social interactions between students on the playground, in the classroom, and in the cafeteria. Our "Cougar in Action" recognizes students that are following our school rules of Be Respectful, Be Responsible, Be Safe and Be Kind.

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	28		4	
1	25		4	
2	29		4	
3	21	2	2	
4	16	4		
5	26		4	
6				

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	46			4
1	48			4
2	44			4
3	50			4
4	40			4
5	32		4	
6				

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	7	8		
1	11	8		
2	12	8		
3	10	8		
4	12	8		
5	10	8		
6				

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	11396	2074	9322	72706
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	23.8	-5.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	9.9	-10.8

2020-21 Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students: English Learner programs, including English Language Development (ELD) and supplemental materials for support of English Learners and students of low socioeconomic status. This includes extra books for in-class libraries and books to support Social Emotional Learning and diversity. The iReady online Reading and Math program is used as an individualized intervention and enrichment program depending on the level of each student. There are three intervention aides that provide support to students falling behind academically. This push in model is to help students in areas the teachers find students need the most support.

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 after school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. A districtwide professional development day was held on November 1, 2019.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2019 - 20 included mathematics, science and technology. Other focus areas include writing, technology, data analysis, and AVID strategies.

To assist all staff members with implementing new skills, 6 teachers on special assignment are identified in the areas of elementary education, secondary education, technology, English language development, and new teacher support. District lead teachers (8 at the elementary level and 12 at the secondary level) provide assistance across the district in specific grade levels and in the content areas of science, English, math, history, electives, and special education. Site administrators also provide staff development through classroom walks, targeted site-specific topics, and assistance for individual teachers.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

Site Specific:

We have provided staff development to our staff in various areas:

The focus was on using technology for distance learning, Google Classroom and apps that would be useful for instruction at home or in the classroom.

Technology: We continued more in depth training of iReady and Aeries with gradebook and report cards. We revisited the technology standards/expectations in order to better prepare students throughout the years. We continue to look for ways to support our staff with curriculum and instruction to improve student achievement.

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	20	12	18

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.

