

Las Palmas 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	Las Palmas Elementary School
Street	624 West Las Palmas Ave
City, State, Zip	Patterson, CA 95363- 2697
Phone Number	(209) 892-4730
Principal	Mrs. Teresa Murillo
Email Address	tmurillo@patterson.k12.ca
School Website	laspalmas.patterson.k12.ca.us
County-District-School (CDS) Code	50712176052948

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

At Las Palmas Elementary School we focus on the implementation of the Common Core Standards to ensure that our students are college and career ready. We are providing intervention in Reading and Math in order to support our students that are having difficulty in their learning. Teachers are being provided staff development and collaboration time to learn about the standards and to develop quality lessons. We became a "No Excuses" University Recognized school in 2013. The No Excuses philosophy is a set of expectations we have implemented to ensure that all our students have the opportunity to attend college or be prepared for the workforce after high school. High expectations and strong support for student learning shape the culture that defines the character of Las Palmas Elementary, where student success is the only option. Our students and staff believe that every student will learn, whatever it takes. Las Palmas School is proud to share its accomplishments in our School Accountability Report Card (SARC).

Our Major Achievements include:

We have various opportunities for parent participation in school-wide events, such as "Coffee with the Principal," Open House, Back-to- School Night, Parent surveys and Family Math and Literacy Nights, ELAC and SSC and our NEU Parent Night. In 2021 - 2022 school year, these events have been held virtually via WebEx to parents and families.

We promote Good Character and have Positive Behavior Supports Interventions in place for students.

We have student leadership, such as student council (where students hold various offices and work with a teacher to work on numerous student projects). We have implemented a Buddy Bench system to help students having difficulty at school.

We have implemented an Exploration Class where students are able to choose a class for the semester to learn something new. We have classes in: coding, art, Lego robotics, music, theatre, engineering, movement, science, environmental science and dance. During 2021-22, we will be offering the exploration classes once COVID guidelines for student grouping changes.

School Vision: Ensure excellence in education and cultivate healthy, contributing citizens!

School Mission: The Las Palmas Community believes that we have a collective responsibility to develop and maintain a positive, safe and unlimited learning environment.

"The children we teach are limited only when we choose to limit ourselves."-Debbie Miller

School Goal:

That each child experience academic success and progress by meeting their greatest potential. Whether that means they learn

2021-22 School Overview

to read, move up one proficiency level, or maintain their advanced status, each child will learn and move forward.

School Commitment:

At Las Palmas we are committed to helping each student recognize their greatness so they can achieve their full potential. This means each child without excuse will experience academic success. We are committed to searching tirelessly for the spark that will ignite in each child a love for learning so that they will come to view themselves as scholars, people who are destined for higher education.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	89
Grade 2	88
Grade 3	93
Grade 4	102
Grade 5	102
Total Enrollment	560

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	0.7
Filipino	0.5
Hispanic or Latino	83
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.4
White	10.4
English Learners	44.5
Foster Youth	0.5
Homeless	0.2
Socioeconomically Disadvantaged	83.4
Students with Disabilities	15.7

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

We adopted a new Science program in spring 2020 and have implemented the curriculum 2020-21 school year. The English Language Arts program, Wonders, was adopted in 2017. This program offers curriculum for ELA and English Language Development allowing students to understand the information better and have a stronger grasp of the content. We continue to use the Eureka Math program for our math instruction. Social Studies was adopted in 2017, California Studies Weekly, Studies Weekly. All the curriculum is selected from the State Board of Education list and piloted by teachers before final selection. Las Palmas was visited for Williams Act compliance in 2021-22 and it was found that all students had the necessary materials for instruction.

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	Wonders ELA/ELD Program-adopted 2017	Yes	0%
Mathematics	Eureka Math, 2016, Great Minds - adopted 2016, McGraw-Hill Number Worlds, 2008, SRA - adopted 2008	Yes	0%
Science	Amplify Science, 2020	Yes	0%
History-Social Science	California Studies Weekly, 2017	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Las Palmas School is over 50 years old. Our school includes 35 classrooms, 8 of which are portables. Together, they accommodate approximately 680 students. Las Palmas provides a safe, clean environment for learning. The staff continually keeps the grounds clean and well maintained. During the 2012-13 and 2013-14 school years, there was a large renovation that took place at Las Palmas. The office was entirely remodeled and enclosed so the campus could be a closed campus, making safety one of our top priorities. Old portables were removed and six new classrooms were put in their place. Old portables were updated with new wiring and carpet where needed. Our infrastructure for technology has been improved in an effort to meet the needs of the online testing and the implementation of one to one devices for students. New fencing was added along the front of the school to block off access to the doors of the classrooms facing Las Palmas Avenue helping with safety along that area. There have been improvements in student bathrooms and outdoor drainage which had been a safety concern for some time. Although, the plumbing is old in the 3rd grade wing and causes issues on a regular basis, issues are resolved. In the Las Palmas cafeteria, there was a complete kitchen remodel that is up to code and functioning. The parking lot in front of the school was also moved to the side of the school making for a safer area in front of the school for everyone. The physical quality of our school buildings influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. All our portable classrooms have ramps to make entrances accessible to all students including those with handicapped conditions. Also, we have a wheelchair elevator for the stage in the cafeteria. We strive to maintain and improve the facilities and land we've been given by the public.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner through the Zendesk work order system. The Kindergarten wing flooding has been resolved as a drainage system was installed.

Deferred Maintenance Projects: There are a few areas of uneven pavement that need to be addressed from a safety perspective and some flooding in the 3rd grade wing during the rainy season. There are various low spots in our blacktop that also need to be addressed with grading and resurfacing. The adult bathrooms in the 3rd grade wing smell badly of sewer and are difficult to maintain smelling clean. The plumbing in that wing is very old and does not function well.

Year and month of the most recent FIT report

9/7/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Upper Girls' Restroom:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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	273	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	231	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	134	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	230	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	53	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	273	NT	NT	NT	NT
Female	137	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	231	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	134	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	230	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	53	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	266	241	90.60%	9.40%	36.93%
Female	133	122	91.7%	8.3%	39.3%
Male	133	119	89.5%	10.5%	34.5%
American Indian or Alaska Native	2	1	50.0%	50.0%	0.0%
Asian	5	5	100.0%	0.0%	20.0%

Black or African American	2	2	100.0%	0.0%	50.0%
Filipino	4	3	75.0%	25.0%	33.3%
Hispanic or Latino	211	202	95.7%	4.3%	36.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%	0.0%
White	33	25	75.8%	24.2%	44.0%
English Learners	126	119	94.4%	5.6%	17.7%
Foster Youth	0	0	0.0%	0.0%	0.0%
Homeless	5	5	100.0%	0.0%	20.0%
Socioeconomically Disadvantaged	225	215	95.6%	4.4%	36.3%
Students Receiving Migrant Education Services	15	14	93.3%	6.7%	0.0%
Students with Disabilities	45	40	88.9%	11.1%	7.5%

*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	266	241	90.6%	9.4%	22.0%
Female	133	122	91.7%	8.3%	18.0%
Male	133	119	89.5%	10.5%	26.1%
American Indian or Alaska Native	2	1	50.0%	50.0%	0.0%
Asian	5	5	100.0%	0.0%	0.0%
Black or African American	2	2	100.0%	0.0%	0.0%
Filipino	4	3	75.0%	25.0%	0.0%
Hispanic or Latino	211	202	95.7%	4.3%	21.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%	0.0%
White	33	25	75.8%	24.2%	36.0%
English Learners	126	119	94.4%	5.6%	6.7%
Foster Youth	0	0	0.0%	100.0%	0.0%
Homeless	5	5	100.0%	0.0%	0.0%
Socioeconomically Disadvantaged	225	215	95.6%	4.4%	20.0%
Students Receiving Migrant Education Services	15	14	93.3%	6.7%	0.0%
Students with Disabilities	45	40	88.9%	11.1%	5.0%

*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	94	NT	NT	NT	NT
Female	48	NT	NT	NT	NT
Male	46	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	0	0	0	0	0
Hispanic or Latino	81	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	45	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	21	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

Parental Involvement:

Due to COVID-19 limitations, parent involvement has been limited this school year 2021-22 to all virtual events via WebEx. We regularly continue to focus on increasing parent involvement and participation. Our staff welcomes parents and family members to volunteer in our classrooms and for field trips except for this school year. We also encourage parents to participate in other activities, such as Open House, Back-to-School Night, PTO and various Parent Nights. Parents are elected bi-annually by their peers to serve on the School Site Council (SSC). Council members join in the review or revision of the school's annual plan and budget approvals. Parent involvement is encouraged with the implementation of Coffee with the Principal held every other month. At these meetings, the principal discusses happenings at the school and shares new information or initiatives with parents. We also established our NEU Parent Night four years ago, which provides workshops for parents on how to help their children with Literacy, Math, Technology, as well as information on Social Emotional support for their children, and resources available in the community. As part of the English Learner Advisory Committee (ELAC), parents participate in giving feedback of programs for students not yet proficient in English. Parents of English Learners can also participate in their children's education through various parent nights throughout the year. Parents can also enroll in English-as-Second-Language classes through the district adult education courses. We welcome parent volunteers, especially for assisting with field trips, special projects, and in the library. Please call Mrs. Sahota, the Secretary, at (209) 892-4730 or email at jsahota@patterson.k12.ca.us for details on volunteering your time.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	589	259	44.0
Female	293	284	116	40.8
Male	317	305	143	46.9
American Indian or Alaska Native	3	1	1	100.0
Asian	6	6	2	33.3
Black or African American	5	5	4	80.0
Filipino	4	4	0	0.0
Hispanic or Latino	515	499	228	45.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	8	6	75.0
White	57	54	14	25.9
English Learners	280	275	130	47.3
Foster Youth	3	2	1	50.0
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	512	496	238	48.0
Students Receiving Migrant Education Services	36	35	27	77.1
Students with Disabilities	108	98	58	59.2

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	3.49	0.66	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	3.41	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	0.66	0.00
Female	0.34	0.00
Male	0.95	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	0.78	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	1.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.78	0.00
Students Receiving Migrant Education Services	2.78	0.00
Students with Disabilities	1.85	0.00

2021-22 School Safety Plan

Our playground supervision begins at 7:15 A.M. each morning. We monitor the grounds during each recess period as well as immediately after school. We have one crossing guard in the morning and afternoon provided by the city. The School Safety Committee inspects the site and makes recommendations for changes in safety policies, procedures and goals. Fire drills take place each month. In addition, we have implemented a School-wide Positive Behavior Intervention and Supports Program, which implements the three tier system to reach all students. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on November 8, 2021. The School Safety Plan addresses emergency responses to fires, earthquakes, lock down drills and policies for student behavior and safety. It also includes yearly goals to improve safety at the site based on observations by the safety team; teacher, parent and student feedback. Detailed information on the School Safety Plan can be found at the District Office.

Vision: To support the vision, mission and core values of the Patterson Joint Unified School District, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connectedness to their school and community.

Goal: All students will be educated in a learning environment that is safe, drug free, and conducive to learning.

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	6	
1	21	2	7	
2	23	1	7	
3	22	1	6	
4	27	1	5	
5	24	4	8	
6				
Other	15	2		

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	22	2	6	
1	22	2	6	
2	24		7	
3	24		4	1
4	27	1	4	
5	27	1	4	
6				
Other	21	7	4	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	8		
1	11	8		
2	10	8		
3	11	8		
4	14	8		
5	10	11		
6				
Other	6	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
Other	1.5

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	9079	2072	7007	66712
District	N/A	N/A	7336	\$76,569
Percent Difference - School Site and District	N/A	N/A	-4.6	-13.8
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-18.6	-19.4

2020-21 Types of Services Funded

The following 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 designated English Language Development (ELD). We also have a designated small group for Newcomers to the school.

Title funds are used for Early Intervention aides in K-3 to assist with students that are falling behind in English Language Arts. The goal is to catch them up before they fall too far behind in reading.

Ten percent of Title I funds are spent on supplemental services. Services are provided in the form of intervention assistance by a grade level teacher. Funds are also utilized to provide an SAS, Student Assistance Specialist, through the Center for Human Services to support students in various areas (behavioral, separation, etc.).

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 days were held on Aug. 16th, 17th and 18th, 2021.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2021-2022 included science and technology. Other focus areas include writing, technology, data analysis, and ELD strategies.

In 2021-22, to assist all staff members with implementing new skills, 8 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:

Teachers were provided opportunities to observe peers at the school or other schools in classroom management and instructional practices.

Literacy Walks were instituted for teachers to observe and share good teaching practices in the implementation of the new ELA program with the assistance of the county office of education. In 2019-20, the staff decided to continue the observations as Instructional Walks, to observe, monitor and modify our instructional practices regardless of the subject being taught.

ELA-Staff development was provided in ELA/ELD using Ellevation strategies. Model lessons were provided during staff development meetings and discussion on how to use the strategies in the classrooms and continued staff development in the use of Ellevation for monitoring EL students and in planning lessons for the class.

Technology: We continued more in depth training of iReady and Aeries with gradebook and report cards. We have provided training for our new ViewBoards, DX 80 monitors for teachers and how to use them as an instructional tool. We have also revisited the technology standards/expectations for teachers to pick a focus for the year and then share out their progress at future meeting

We continue to look for ways to support our staff with curriculum and instruction to improve student achievement.

In 2021-22, staff development has focus on writing, iReady, PBIS, English learner supports and reclassification and NEU ssystems to promote data driven instruction. Staff has learned how to use WebEx for video meetings, screencastify to record lessons and videos, GoGuardian to help monitor student engagement and classroom management, Learning.com to help learning about Technology Standards and Parent Square to increase parent communication. In addition, English Language Development professional development has been continued through the use of ELLEVATION and ELD strategies are shared during staff meetings to enhance integrated and designated ELD instruction. Teachers continue the use of the ViewBoards during their instruction. Technology instruction and implementation have been a major focus this school year as each class gets 30 minutes weekly of specialized Tech sessions. Two hours on Wednesdays bi-monthly have been dedicated to professional development for all staff.

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	29	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.

