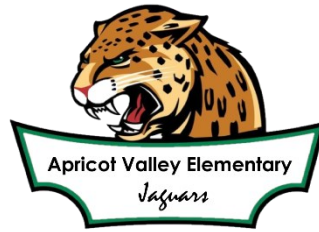


Apricot Valley Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Apricot Valley Elementary School
Street	1320 Henley Parkway
City, State, Zip	Patterson, CA 95363
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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Apricot Valley Elementary is the largest K-6 school in the Patterson Joint Unified School District. We currently have 820 students and our population is very diverse and representative of the surrounding community.

Apricot Valley currently has thirty-one General Education classes, two Mild/Moderate Special Day Classes, and one Moderate/Severe Special Day Class. We offer individualized support to students through the Resource Specialist Program, Speech and Language, Academic Intervention, Mental Health Services, and English Learner services. In addition to differentiated instruction within classrooms, our site has a designated time for students to receive leveled 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 1:1: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 social emotional activities.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	116
Grade 2	113
Grade 3	116
Grade 4	123
Grade 5	130
Grade 6	130
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	0.6%
Asian	4.3%
Black or African American	9.2%
Filipino	3.4%
Hispanic or Latino	62.2%
Native Hawaiian or Pacific Islander	1.9%
Two or More Races	4.4%
White	8.8%
English Learners	26.3%
Foster Youth	1%
Homeless	2.4%
Migrant	0.4%
Socioeconomically Disadvantaged	67.3%
Students with Disabilities	9.7%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	98.94	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.09	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	3.36	12115.80	4.41
Unknown	0.00	0.00	21.50	7.44	18854.30	6.86
Total Teaching Positions	30.30	100.00	289.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.00	84.03	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	3.99	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	9.00	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	2.58	11953.10	4.28
Unknown	1.00	3.00	35.50	12.51	15831.90	5.67
Total Teaching Positions	33.30	100.00	284.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	3.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 Wonders for ELD and also utilize other supplemental curriculum to support students. A computer-based intervention program, iReady, is also used 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

September, 2023

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/Maravillas, 2017	Yes	0
Mathematics	Eureka Math, 2016 California Go Math!, 2015	Yes	0
Science	Amplify Science California, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

School Facility Conditions and Planned Improvements

Apricot Valley Elementary was built in 2005. We currently house 34 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. We replaced our large playground structure this school year. 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

7/18/2023

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			Playground Boys' Restroom: #4:Interior Surfaces--2nd of 3 toilet seats is loose.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		CR#G5 Kinder: #7:Electrical--1 light bulb does not function. E Wing Back Boys' Restroom: #7:Electrical--1 light bulb does not function. Playground Girls' Restroom: #7:Electrical--1 light bulb does not function.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			Upper Grades Playground: #12:Structural Damage--Rock wall rock is very loose.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36		35		47	
Mathematics (grades 3-8 and 11)	23		18		33	

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.21		13.14		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2022-23 Career Technical Education Programs

We do not currently offer CTE at the Elementary Level, but our students do have the opportunity to go and visit the CTE programs at Patterson High School.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	99%	99%	98%	99

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.

2023-24 Opportunities for Parental Involvement

Parents have regular opportunities to be involved at our site, whether it is to attend an organized event, or to volunteer in classrooms and/or field trips. Communication regarding school programs and events occur on Parent Square, social media, and our Peachjar email systems. Organized opportunities for parental involvement include: Parent Teacher Organization, School Site Council, English Learner Advisory Committee, and Parenting Partners (when offered). Parents are encouraged to

2023-24 Opportunities for Parental Involvement

volunteer in classrooms, attend school events, and attend field trips (when available). Parents that would like to volunteer should complete the volunteer application process. In addition, we invite families to join us for 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 your child's teacher or the school office.

2022-23 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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.

2023-24 School Safety Plan

We are a closed campus. Visitors must enter through the office, sign in, and obtain a badge through the Raptor System. 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 updated our 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 schools. The School Safety Plan was reviewed by the Safety Committee. The School Site Council voted to give the site Safety Committee permission to update the site Safety Plan. It was updated and approved by the School Safety Committee on December 5, 2023. 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.

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		
Other	7	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		5	
1	23		5	
2	24		5	
3	24		5	
4	30		4	
5	31		4	
6	34			2
Other	31	2		2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 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	

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5798	343	5455	76831
District	N/A	N/A	12440	77391
Percent Difference - School Site and District	N/A	N/A	-78.1	-1.3
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-18.9	-7.8

Fiscal Year 2022-23 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 leveled 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. Our SAS is on campus five days a week. We have two Mental Health Clinicians on campus. One is available M-F, and the other is on-site on Tuesdays. We have currently added an intern MHC that is here on Wednesdays and Thursdays. They provide counseling services to students and/or families that are referred to their services, and also provides support for students needing crisis/risk assessments. We also have a School Counselor on site five days a week. She works with students that need more support than our SAS can provide. The District also works with Community Hospice and other outside agencies as needed to assist students and families in need with specific services.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,506	\$54,190
Mid-Range Teacher Salary	\$81,018	\$85,111
Highest Teacher Salary	\$113,444	\$104,999
Average Principal Salary (Elementary)	\$137,952	\$132,492
Average Principal Salary (Middle)	\$143,572	\$140,987
Average Principal Salary (High)	\$155,538	\$153,884
Superintendent Salary	\$243,556	\$255,503
Percent of Budget for Teacher Salaries	27.34%	32.09%
Percent of Budget for Administrative Salaries	5.31%	5.25%

Professional Development

Professional development activities are delivered through professional development opportunities provided before the school year begins, Wednesday afternoons 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 2023-24 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, and district offerings of free Fall and Spring evening courses for certificated, classified and administrative staff. A district-wide professional development day was held in November 2023.

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, PLC's, 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	23	17	20