

# Las Palmas 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Las Palmas Elementary School
<b>Street</b>	624 West Las Palmas Ave
<b>City, State, Zip</b>	Patterson, CA 95363
<b>Phone Number</b>	(209) 892-4730
<b>Principal</b>	Teresa Murillo
<b>Email Address</b>	tmurillo@patterson.k12.ca.us
<b>School Website</b>	<a href="https://laspalmas.patterson.k12.ca.us/">https://laspalmas.patterson.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50712176052948

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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, Valentine's Family Dance and craft night, ELAC and SSC Meetings, and our Halloween parade. These events have been held on campus and all parents and families are welcome to attend.

We promote Good Character and have Positive Behavior Supports Interventions in place for students. In 2023, our school was recognized by California PBIS the Gold Implementation Award.

We have student leadership, such as student council where students hold various offices and work with a teacher and staff advisors to accomplish numerous student and school 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 2023-24 school year, we were not able to offer the exploration classes due to scheduled teacher preps on Fridays.

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

## 2023-24 School Description and Mission Statement

### School Goal:

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	100
Grade 2	101
Grade 3	90
Grade 4	99
Grade 5	100
Grade 6	94
<b>Total Enrollment</b>	<b>669</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.1%
Asian	1.2%
Black or African American	1.3%
Filipino	1.2%
Hispanic or Latino	81%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.5%
White	11.1%
English Learners	41.4%
Foster Youth	0.1%
Homeless	2.4%
Migrant	4.6%
Socioeconomically Disadvantaged	81.5%
Students with Disabilities	13.8%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.20	81.36	238.40	82.50	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.50	6.05	13.40	4.66	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	6.89	5.80	2.02	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.70	3.36	12115.80	4.41
<b>Unknown</b>	1.50	5.74	21.50	7.44	18854.30	6.86
<b>Total Teaching Positions</b>	26.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	84.75	227.50	80.09	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.30	4.70	8.10	2.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.50	1.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.53	7.30	2.58	11953.10	4.28
<b>Unknown</b>	2.00	7.06	35.50	12.51	15831.90	5.67
<b>Total Teaching Positions</b>	28.30	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
<b>Permits and Waivers</b>	1.00	0.00
<b>Misassignments</b>	0.80	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.80	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.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22	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

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 2023-24 and it was found that all students had the necessary materials for instruction.

**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

Las Palmas School is over 75 years old. Our school includes 40 classrooms, 8 of which are portables. Together, they accommodate approximately 665 students. Las Palmas provides a safe, clean environment for learning. The staff continually keeps the grounds clean and well maintained. In 2022 -23, a new wing was built with 5 new classrooms and new student restrooms. 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 boy's restrooms causes issues on a regular basis, these issues are resolved promptly. 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.

During the summer of 2022, areas of uneven pavement between 1st grade (south side) wing and 3rd grade (north side) wing were addressed and new cement was poured. The flooding in the 3rd grade wing (south side) was also addressed, cement was leveled off to provide correct drainage to the ground drainage.

**Deferred Maintenance Projects:** 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. Custodian flushes the pipes with water daily, but this is a temporary fix. The smell continues to arise.

In 2021, the play structure on the lower playground was replaced and a new structure was added adjacent to the existing play structure. In 2022, the kinder swings were removed and a new play ground structure and play dome was added to in the playground.

**Year and month of the most recent FIT report**

7/19/2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Upper Grades Girls' Restroom: #3:1st and 2nd of 3 faucets have low water pressure.
<b>Interior:</b> Interior Surfaces	X			Room B Kinder: #4:Interior Surfaces--Water valve plate is rusty in the boys' restroom. Room D Kinder: #4:Interior Surfaces--Water valve plate is rusty in the boys' restroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Upper Grades Boys' Restroom: #5:Overall Cleanliness--Restroom is dirty with numerous dried paper wads on the ceiling.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			CR#20: #10:Fire Safety--Items are stored too close to the ceiling. CR#24: #10:Fire Safety--Items are stored too close to the ceiling.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28		35		47	
<b>Mathematics</b> (grades 3-8 and 11)	22		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)	15.96		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

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## 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	97%	96%	97%	97%	98%

## 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

### Parental Involvement:

Parent involvement has increased this school year 2023-24 as the site is able to host in person and WebEx events. We focus on increasing parent involvement and participation. Our staff welcomes parents and family members to volunteer in our classrooms and for field trips. 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, counseling services for students, or initiatives with parents. We also established our NEU Parent Night six 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 participate in our Parenting Partner classes or 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. White, the School Secretary, at (209) 892-4730 or email at [vwhite@patterson.k12.ca.us](mailto:vwhite@patterson.k12.ca.us) for details on volunteering your time.

## 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

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 two crossing guards in the morning and (2) in the afternoon which are 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 safety committee on 11/13/2023. The School Safety plan was approved by the committee and was shared with all staff. 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 and site.

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.

## 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		
Other	6	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		4	
1	23		4	
2	21	1	3	
3	24		4	
4	34		3	1
5	29		3	
6	31		3	
Other	25	3		1

## 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
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## 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
<b>Pupils to Academic Counselor</b>	

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	6247	611	5636	74460
<b>District</b>	N/A	N/A	12440	77391
<b>Percent Difference - School Site and District</b>	N/A	N/A	-75.3	-4.5
<b>State</b>	N/A	N/A	\$7,607	\$87,362
<b>Percent Difference - School Site and State</b>	N/A	N/A	-15.7	-11.0

## Fiscal Year 2022-23 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 Intervention aides in K-6 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 their grade level.

## Fiscal Year 2022-23 Types of Services Funded

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 SSS, Student Support Specialist, five days a week to support students in various areas (behavioral, separation, etc.). A full time Elementary Counselor is available five days a week to help support students in various areas and a Mental Health Clinician is available three days a week too.

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

## Professional Development

Professional development activities are delivered through after school workshops, professional development days, early release days, conference attendance, individual mentoring and offerings of free spring and fall evening courses available to certificated, classified, and administrative staff. In addition, demonstration lessons and peer observations are held throughout the year. A district-wide professional development day was held on November 1, 2023 in a break out sessions, where staff were assigned to designated grade level sessions. In addition, demonstration lessons and peer observations are held throughout the year. A districtwide professional development days were held on Aug. 7th and 8th, 2023.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas in 2023-2024 included Mathematics and English Language Arts. Other focus areas include writing, technology, data analysis, and ELD strategies.

In 2023-24, to assist all staff members with implementing new skills, 11 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 instructional 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.

## Professional Development

### 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.

During grade level collaborations days, the staff continue conducting peer observations as Instructional Walks, to observe, monitor and modify our instructional practices regardless of the subject being taught.

Technology: We continued more in depth training of iReady and Aeries with gradebook and report cards. We continue to look for ways to support our staff with curriculum and instruction to improve student achievement.

Staff development has focus on writing, iReady, PBIS, English learner supports and reclassification criteria and NEU systems 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. Explorational instruction and implementation have been given to all students as each class gets 45 minutes weekly of specialized 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	18	21