

Grace Patterson Elementary

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

| | |
|--|-----------------------------|
| School Name | Grace Patterson Elementary |
| Street | 1080 Porter St. |
| City, State, Zip | Vallejo, CA 94590-7742 |
| Phone Number | (707) 556-8580 |
| Principal | Miranda Martinez, Principal |
| Email Address | mmartinez@vcusd.org |
| School Website | www.vcusd.org/patterson |
| County-District-School (CDS) Code | 48705816099667 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------------|
| District Name | Vallejo City Unified School District |
| Phone Number | (707) 556-8921 |
| Superintendent | William Spalding |
| Email Address | wspalding@vcusd.org |
| District Website | www.vcusd.org |

2023-24 School Description and Mission Statement

Welcome to the pride at Grace Patterson Elementary School, home of the lions. Located near the beautiful Carquinez Straits in South Vallejo, Grace Patterson Elementary School is home to a culturally and linguistically rich, diverse student body of Transitional Kindergarten through sixth grade students. We are proud that our school was named after Mrs. Grace Logan Patterson, the first African American teacher in the Vallejo City Unified School District. An exemplary teacher and dedicated community service member, Mrs. Patterson shared these words at the school's dedication ceremony in 1981, "There are so many opportunities for one to make his or her life count for something. All we need to do is prepare ourselves, and then be willing to do what we can."

At Grace Patterson Elementary School our mission is to prepare our students to be lifelong learners, empowered with the academic and social skills necessary to achieve their goals and reach their fullest potential. We believe all children can learn. We believe each child has unique gifts and talents which need to be honored and celebrated. We believe we must consistently strive to provide a learning community that both challenges and supports students, and maintains high expectations for every student. We believe we must build positive relationships with students, parents, community and staff to ensure a safe, encouraging, supportive and successful learning environment for all students.

We commit to upholding the Mission, Vision, and Values of the Vallejo City Unified School District and to meet the Goals of providing the foundation for our students to become college and career ready. Our highly qualified, dedicated and enthusiastic staff is committed to developing life-long learners by maintaining high expectations for students, teaching the Common Core Standards, preparing students with 21st century skills, and supporting the needs of all students through differentiated instruction and intervention programs. Teachers and instructional leaders meet regularly in collaborative teams to participate in professional development, analyze student progress, determine best instructional practices and identify academic goals for students.

Every classroom is equipped with a document camera, presentation station and 1:1 student chromebooks.

Our school is fortunate to participate in the state grant funded ASES program, the After School Education and Safety program which provides free after school academic support and enrichment to students. Students receive instruction from teachers with reading, writing and science, receive help with homework and enjoy cooking, gardening and structured activities like martial arts.

2023-24 School Description and Mission Statement

Through our PAX program and Positive Behavior Interventions and Support systems, we promote a culture of cooperation, responsibility and positive problem-solving. These team efforts have resulted in improving school climate and student achievement. We enjoy celebrating student success with monthly Patterson Pride Award Assemblies in which grade levels have an opportunity to perform and students are honored for both academic achievement, good citizenship and good attendance.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 61 |
| Grade 1 | 60 |
| Grade 2 | 50 |
| Grade 3 | 49 |
| Grade 4 | 55 |
| Grade 5 | 52 |
| Grade 6 | 29 |
| Total Enrollment | 356 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.2% |
| Male | 52.8% |
| Asian | 3.4% |
| Black or African American | 28.9% |
| Filipino | 3.7% |
| Hispanic or Latino | 56.5% |
| Native Hawaiian or Pacific Islander | 1.7% |
| Two or More Races | 2% |
| White | 3.4% |
| English Learners | 34.8% |
| Homeless | 1.7% |
| Socioeconomically Disadvantaged | 90.7% |
| Students with Disabilities | 6.7% |

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) | 10.10 | 69.88 | 341.50 | 65.59 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 19.20 | 3.69 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 3.44 | 61.10 | 11.74 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 16.70 | 3.21 | 12115.80 | 4.41 |
| Unknown | 3.80 | 26.69 | 82.00 | 15.75 | 18854.30 | 6.86 |
| Total Teaching Positions | 14.50 | 100.00 | 520.70 | 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) | 13.50 | 81.93 | 378.20 | 71.26 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 6.34 | 22.40 | 4.23 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 3.02 | 64.60 | 12.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 1.57 | 29.90 | 5.64 | 11953.10 | 4.28 |
| Unknown | 1.10 | 7.01 | 35.40 | 6.69 | 15831.90 | 5.67 |
| Total Teaching Positions | 16.50 | 100.00 | 530.70 | 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 | 0.00 |
| Misassignments | 0.50 | 0.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.50 | 0.50 |

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 | 0.20 |
| Total Out-of-Field Teachers | 0.00 | 0.20 |

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) | 3.7 | 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) | 6.8 | 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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | Assigned Copy |
|-------------------------------|---|------------|---------------|
| Reading/Language Arts | Houghton Mifflin Harcourt California Journeys /2017 | Yes | 0% |
| Mathematics | Pearson enVision Math: Common Core /2022 | Yes | 0% |
| Science | k-5th: Twig Science/2020 6-8th: Amplify Science/2020 | Yes | 0% |
| History-Social Science | K-5th: Pearson myWorld /2019 6th Grade: National Geographic Ancient Civilizations/2019 | Yes | 0% |

School Facility Conditions and Planned Improvements

Grace Patterson School is fortunate to reside on a beautiful campus, with plenty of grass and trees. Colorful ocean murals are painted on each of the three main classroom buildings or pods and attract the attention of all who walk through the open halls. In the center of each pod are open learning spaces in which students can study in small groups, use computers or hold grade level assemblies. Student and adult restrooms are located in each of the classroom buildings and are cleaned daily.

Fencing was also installed along the field of the playground and the nearby community center along with fencing by the staff parking lot and kindergarten first grade building. Fencing has assisted with assuring visitors enter through the front campus as well as preventing animals from wandering onto the yard. The parking lot fence helps to preventing young students from wandering into the parking lot. Additionally, several security cameras were installed on each of the buildings to provide 24 hour surveillance that can be monitored from the office computers.

Our custodial staff takes pride in maintaining the school grounds and is quick to alert district officials if repairs are required. Work orders are submitted promptly to our district office and are responded to in a timely manner. Construction of our new multi-purpose room, kitchen and library was completed in spring 2009 and our administration building opened at the beginning of the 2010-2011 school year. Students and staff alike thoroughly enjoy and appreciate the facilities. Painting of playground and parking lot lines are updated yearly or as needed and requested.

Year and month of the most recent FIT report

August 2023

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

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) | 27 | 24 | 28 | 27 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 22 | 16 | 18 | 17 | 33 | 34 |

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 | 184 | 171 | 92.93 | 7.07 | 23.98 |
| Female | 81 | 77 | 95.06 | 4.94 | 24.68 |
| Male | 103 | 94 | 91.26 | 8.74 | 23.40 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 49 | 47 | 95.92 | 4.08 | 21.28 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 108 | 99 | 91.67 | 8.33 | 20.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 60 | 54 | 90.00 | 10.00 | 7.41 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 165 | 155 | 93.94 | 6.06 | 23.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 | 0.00 |

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 | 184 | 176 | 95.65 | 4.35 | 15.91 |
| Female | 81 | 78 | 96.30 | 3.70 | 14.10 |
| Male | 103 | 98 | 95.15 | 4.85 | 17.35 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 49 | 47 | 95.92 | 4.08 | 14.89 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 108 | 103 | 95.37 | 4.63 | 11.65 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 60 | 59 | 98.33 | 1.67 | 1.69 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 165 | 160 | 96.97 | 3.03 | 14.38 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 | 0.00 |

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) | 23.81 | 8.16 | 14.49 | 13.35 | 29.47 | 30.29 |

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 | 50 | 49 | 98.00 | 2.00 | 8.16 |
| Female | 21 | 21 | 100.00 | 0.00 | 4.76 |
| Male | 29 | 28 | 96.55 | 3.45 | 10.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 31 | 30 | 96.77 | 3.23 | 10.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 15 | 15 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 48 | 47 | 97.92 | 2.08 | 8.51 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 98 | 98 | 84.3 | 98 |
| Grade 7 | N/A | N/A | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | 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.

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in our School Site Council, and English Learners Advisory Council. We also invite parents to volunteer their time by providing assistance in classrooms, in our library, and on the playground.

Please contact the school at (707) 556-8580 for information regarding organized opportunities for parental involvement.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 429 | 399 | 214 | 53.6 |
| Female | 200 | 182 | 93 | 51.1 |
| Male | 229 | 217 | 121 | 55.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 12 | 12 | 5 | 41.7 |
| Black or African American | 124 | 113 | 66 | 58.4 |
| Filipino | 13 | 13 | 6 | 46.2 |
| Hispanic or Latino | 244 | 228 | 114 | 50.0 |
| Native Hawaiian or Pacific Islander | 6 | 6 | 4 | 66.7 |
| Two or More Races | 14 | 12 | 9 | 75.0 |
| White | 14 | 13 | 9 | 69.2 |
| English Learners | 152 | 145 | 75 | 51.7 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 10 | 9 | 7 | 77.8 |
| Socioeconomically Disadvantaged | 382 | 362 | 199 | 55.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 39 | 37 | 28 | 75.7 |

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 | 0.00 | 3.52 | 3.26 | 0.09 | 5.89 | 7.67 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.01 | 0.05 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 3.26 | 0 |
| Female | 3.5 | 0 |
| Male | 3.06 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 7.26 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.64 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 7.14 | 0 |
| English Learners | 1.32 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 3.66 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 7.69 | 0 |

2023-24 School Safety Plan

All staff members and volunteers take an active role in supervising students and providing a safe campus for students. Teachers and/or experienced yard duty monitors supervise students before school, during recesses and after school as students depart the campus or get on the bus to go home. The principal meets regularly with supervisors to ensure they are trained in our PBIS (Positive Behavior Intervention and Support) and PAX strategies.

Visitors and parents are encouraged to visit our campus, volunteer or observe in classrooms when appropriate. Visitors who come onto campus are required to go to the office first to sign in and receive a pass before going to classrooms. This way we can ensure we know who is on campus, when and for what reason.

The school safety plan is updated annually and reviewed by the School Site Council. The current plan was reviewed and updated in November 2023. A safety team is in place to review and conduct drill procedures, discuss concerns, present ideas and give feedback in regards to safety issues at school. Teachers are informed of any changes at faculty meetings, and they pass on the information as appropriate to their students. Practice drills for emergencies, such as fire, lockdown and earthquake drills, are held monthly. Staff teach and reinforce lessons on safety, responsibility and respectfulness, and the principal conducts school wide and grade level assemblies each trimester to review school safety issues and appropriate behavior and school procedures. A bullying hotline is available for parents or community members to report any bullying situations, suspicious activity or emergency concerns.

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 | 21 | 1 | 2 | |
| 1 | 18 | 1 | 2 | |
| 2 | 28 | | 2 | |
| 3 | 28 | | 2 | |
| 4 | 21 | 1 | 1 | |
| 5 | 18 | 2 | 2 | |
| 6 | 19 | 7 | 6 | |

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 | 10 | 5 | 2 | |
| 1 | 13 | 2 | 2 | |
| 2 | 18 | 1 | 2 | |
| 3 | 10 | 3 | 2 | |
| 4 | 14 | 2 | 2 | |
| 5 | 11 | 3 | 1 | |
| 6 | 15 | 12 | 12 | |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 12 | 4 | 1 | 0 |
| 1 | 15 | 2 | 2 | 0 |
| 2 | 25 | 0 | 2 | 0 |
| 3 | 25 | 0 | 2 | 0 |
| 4 | 18 | 2 | 0 | 1 |
| 5 | 17 | 2 | 0 | 0 |
| 6 | 29 | 0 | 6 | 0 |
| Other | 0 | 0 | 0 | 0 |

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 | 0 |

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 | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.2 |

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 | 4387 | 2009 | 2378 | 77671 |
| District | N/A | N/A | 10669 | \$77,192 |
| Percent Difference - School Site and District | N/A | N/A | -127.1 | 5.46 |
| State | N/A | N/A | \$7,607 | \$87,362 |
| Percent Difference - School Site and State | N/A | N/A | -94.0 | -12.9 |

Fiscal Year 2022-23 Types of Services Funded

At Patterson we are fortunate to receive supplemental State LCAP (Local Control Accountability Plan) and Federal Title I program funds. These funds are used to pay for direct services to students through a variety of resources:

- Teacher Leader who assists with instructional coaching and management of intervention and support classes for students
- Library-Media clerk - full time position to support student access to books
- Substitutes to allow for teachers to conduct comprehensive individual student assessments and grade level collaboration release 1-2 times each trimester.
- Extra service agreements for teachers to participate in staff development beyond the duty day
- Before and after school intervention teachers
- Computers and hardware/software
- Parent involvement activities
- Staff development
- Library books and supplemental instructional materials

The following provides a more detailed summary of how these supplemental funds support students and the mission, vision, values and goals of the Vallejo City Unified School District.

Grace Patterson School Action Summary

Equity:

- Professional Development on effective management strategies and Positive Behavior Intervention and Support (PBIS), PAX good behavior game, instruction and implementation of Common Core standards, and GLAD strategies (Guided Language Acquisition and Design), CORE reading strategies
- LEP Funding for English Learner Bilingual Tutor (targeted instruction and support to ELPAC level 1&2 students)
- Extended day programs (for intervention and strategic students in language arts, math and English Learner support.)
- Academic Support Provider Position - Assist students and families with academic, social and emotional needs in order to ensure opportunity for school success

Excellence:

- Consistent bi-weekly after school grade level collaboration and funding to support peer coaching/peer observations
- Principal/Teacher leader walkthroughs
- Training, professional development and coaching support to teacher assistants on effective implementation of instructional strategies
- Monthly Assemblies/Celebrations of Academic and Behavioral Excellence

Educational Effectiveness:

- Teacher Leader to provide intervention and extra support instruction to students
- Funding for additional release for collaboration and coaching in Common Core implementation, GLAD strategies, comprehension instruction and ELD instruction, CORE reading strategies
- Professional development in areas of technology and implementation of on line instructional support programs
- Funding for instructional materials needed to support implementation of effective strategies and professional development training (GLAD), CORE reading strategies
- Parent education workshops and training in areas of school climate and student safety, technology and effective strategies to support academic progress at home (examples Math workshops, grade level standards & homework strategies)

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 | \$51,665 | \$54,190 |
| Mid-Range Teacher Salary | \$73,323 | \$85,111 |
| Highest Teacher Salary | \$93,101 | \$104,999 |
| Average Principal Salary (Elementary) | \$109,303 | \$132,492 |
| Average Principal Salary (Middle) | \$113,675 | \$140,987 |
| Average Principal Salary (High) | \$122,908 | \$153,884 |
| Superintendent Salary | \$248,000 | \$255,503 |
| Percent of Budget for Teacher Salaries | 25.54% | 32.09% |
| Percent of Budget for Administrative Salaries | 4.89% | 5.25% |

Professional Development

Teachers and site staff meet twice monthly for 1.5 hours or more for various professional development and grade level collaboration meetings. Major topics for the 2023-2024 school year included:

- Common Core implementation in Math and English Language Arts, including writing; review of standards, methods of instruction and planning for instruction and assessment
- Technology - Implementation of Accelerated Reader, and using internet as an instructional tool
- PBIS (Positive Behavior Intervention and Support) - Systems and strategies for effective classroom management and creating a positive school climate
- Restorative Justice and Culturally Responsive Instruction and Social/Emotional Supports

* CORE Phonics instruction

Teachers are also able to participate in district wide professional development "Best Practices" which provide grade level collaboration across schools. Additional district and site staff development opportunities are offered throughout the year.

Teachers are supported through coaching and feedback by both the principal and teacher leader, and also are provided opportunities to observe other classroom teachers at the school site and at other sites in the district.

Evaluation/Improving Teachers

Our teachers are evaluated per their teacher contract guidelines.

Substitute Teachers

The District provides qualified substitute teachers for absences and also for release for professional development as available.

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 | 28 | 30 | 30 |