Wayne Van Horn Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Wayne Van Horn Elementary School
Street	5501 Kleinpell Avenue
City, State, Zip	Bakersfield, CA 93309
Phone Number	(661) 324-6538
Principal	Benjamin Boesch
Email Address	bboesch@pbvusd.k12.ca.us
School Website	https://vanhorn.pbvusd.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	15633626066674

2024-25 District Contact Information

District Name	Panama-Buena Vista Union School District
Phone Number	(661) 831-8331
Superintendent	Katie Russell
Email Address	krussell@pbvusd.k12.ca.us
District Website	http://www.pbvusd.k12.ca.us/

2024-25 School Description and Mission Statement

Wayne Van Horn Elementary School, established in 1969, is dedicated to educating future leaders by promoting the District vison of "Excellence in Education," in an environment of mutual respect and acceptance. Wayne Van Horn School is located at 5501 Kleinpell Avenue, in an established, residential area of southwest Bakersfield. The school proudly bears the name of former District Superintendent, Mr. Wayne Van Horn. Our school vision, goals and programs are enhanced by our atmosphere of diverse student backgrounds and rich multicultural heritage. Van Horn School takes pride in its positive climate for student success and the nurturing of children's intellectual, physical, social, and emotional needs. With the Panama-Buena Vista Board of Trustees and the district administrators, our united team of teachers, support staff, students, and families welcomes you to a

2024-25 School Description and Mission Statement

place of learning where traditional activities and events augment vital academic learning experiences. Our purpose statement is, "Hornets are dedicated to all learners growing academically, socially, and emotionally by creating a positive culture of equity, committing to collaboration, and maintaining high expectations.". Our goals support our purpose statement as we want all students to meet suggested growth in the areas of mathematics, reading, and language development. It is also our goal to integrate Science into academic content lessons to better prepare students for 21st century careers. We partner with families as we work to increase our attendance rates because we know chronic absenteeism may affect academic success.

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides for parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed. Van Horn Elementary School receives Title I funds from the federal government. The Title I funds are used to assist low achieving students in core subjects. A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Van Horn Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic challenges.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	83
Grade 2	82
Grade 3	79
Grade 4	88
Grade 5	78
Grade 6	89
Grade 9	NA
Total Enrollment	597

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.3
Asian	2
Black or African American	13.6
Filipino	0.8
Hispanic or Latino	67
Two or More Races	2.5
White	10.9
English Learners	16.4
Foster Youth	1
Homeless	0.5
Socioeconomically Disadvantaged	87.4
Students with Disabilities	13.9

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)	21.00	84.00	687.10	87.62	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.00	16.60	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.00	21.80	2.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	0.71	12115.80	4.41
Unknown/Incomplete/NA	2.00	8.00	53.00	6.77	18854.30	6.86
Total Teaching Positions	25.00	100.00	784.30	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)	22.20	81.65	697.20	86.58	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	7.34	26.40	3.28	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.34	31.10	3.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.90	0.98	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.67	42.60	5.29	15831.90	5.67
Total Teaching Positions	27.20	100.00	805.30	100.00	279044.80	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.

2022-23 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)	21.50	87.76	683.90	84.82	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	8.16	22.90	2.84	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	55.50	6.88	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.00	0.74	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.08	38.00	4.71	14303.80	5.15
Total Teaching Positions	24.50	100.00	806.40	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.00	2.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	2.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.1	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)	11.50	0	3.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6 and StudySync in grades 7 and 8. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and, Read Naturally Live. All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Engage NY is used to supplement math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math.

Year and month in which the data were collected	10/8/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6)	Yes	0
Mathematics	Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards.	Yes	0
Science	Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6)	Yes	0
History-Social Science	Adopted 2020: McGraw Hill Education, "Impact California" (K-6)	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Van Horn Elementary School provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical buildings exceed California Building and Safety Codes. The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized and secured at the end of each school day with 100% of the toilets in operating condition. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receive training in emergency protocols and CPR. Identifying tags are issued to substitute teachers, volunteers, and other visitors as they register in our office. The gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lock down procedures in the event of an emergency. Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides on-going training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 7:15 a.m. when the school opens and supervision ends at 2:45 p.m.

Year and month of the most recent FIT report	4/8/2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

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

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

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	33	46	46	46	47
Mathematics (grades 3-8 and 11)	20	18	31	30	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	344	341	99.13	0.87	32.55
Female	153	152	99.35	0.65	38.16
Male	191	189	98.95	1.05	28.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	55	55	100.00	0.00	14.55
Filipino	--	--	--	--	--
Hispanic or Latino	224	221	98.66	1.34	31.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	44.44
White	36	36	100.00	0.00	55.56
English Learners	52	49	94.23	5.77	10.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	305	99.03	0.97	31.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	4.44

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	344	343	99.71	0.29	18.37
Female	153	153	100.00	0.00	18.95
Male	191	190	99.48	0.52	17.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	55	54	98.18	1.82	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	224	224	100.00	0.00	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	22.22
White	36	36	100.00	0.00	41.67
English Learners	52	52	100.00	0.00	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	307	99.68	0.32	17.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	2.22

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.48	13.51	27.70	26.45	30.29	30.73

2023-24 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	78	78	100.00	0.00	12.82
Female	35	35	100.00	0.00	8.57
Male	43	43	100.00	0.00	16.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	12.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
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	68	68	100.00	0.00	8.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

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.

2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

Family commitment and involvement is encouraged through a wide array of opportunities. Parents of Van Horn students support their children, the school and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic and academic events. Opportunities for Parental Involvement include Parent Club, School Site Council, English Language Advisory Committee, Parent Advisory Council, and classroom volunteers. The Parent Club provides funds and supports assemblies, positive incentive rewards, school carnivals, and many other extra benefits for the school and its students. We also have in-person events such as: Meet the Teacher, Back to School Night, Introduction to Band Night, Camp KEEP Information Night, Coffee with the Principal, STEM Night, Literacy Night, and Open House.

During the 2022-2023 school year, parents have the opportunity to engage with staff via Zoom and in person for conferences. They are encouraged to address questions and concerns directly via ParentSquare, email, or by calling the school. They are also invited to continue participating in Site Council meetings, Parent Club meetings, and ELAC meetings. Contact Person: Benjamin Boesch, Principal - Contact Phone No.: (661) 324-6538 Email: bboesch@pbvusd.k12.ca.us

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	686	660	222	33.6
Female	316	308	97	31.5
Male	370	352	125	35.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	94	91	30	33.0
Filipino	--	--	--	--
Hispanic or Latino	465	444	156	35.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	4	26.7
White	69	67	17	25.4
English Learners	122	115	37	32.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	606	581	211	36.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	125	119	50	42.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.01	1.03	0.87	2.65	2.75	2.15	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	0.95	0.00
Male	0.81	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.82	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.80	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Van Horn Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Van Horn Elementary School has a positive learning environment rooted in the PBIS philosophy. The goal of Van Horn's positive behavior plan is to model appropriate behavior and actions while acknowledging students who demonstrate the desired behaviors. A tiered behavior model is implemented which encourages strong communication systems between school, teacher, and parent. Attendance at school is crucial in the academic and emotional growth for Van Horn Elementary students. The school contacts families of students with excessive tardies, truancies or unexcused absences via letter for mandatory parent conferences to discuss and implement strategies to assist in getting the student to school every day, on time. We truly believe that missing school is missing out. The District has established an Independent Study Program for students who must be absent from school due to illness for an extended period of time. Families of students in grades 1-6 who are concerned of COVID and/or have special health considerations may opt for virtual learning.

In cooperation with the Bakersfield Police Department, Van Horn established a Valet Program to provide a safe area for drop off. BPD has also provided feedback on our secure campus procedures through communication with school resource officers. Our school's Comprehensive School Safety Plan is reviewed and updated annually following a review by the School Site Council, comprised of a minimum of the school principal (or designee), certificated staff, classified staff and a parent of a current student. It is annually reviewed and approved by the district's Board of Trustees. The most recent CSSP was reviewed and approved on October 29, 2024.

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.

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	21	2	2	1
1	23		3	
2	21	1	3	
3	17	1	3	
4	22	1	4	
5	24		3	
6	29		3	
Other	10	4		

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	21	1	4	
1	25		3	
2	23		3	
3	29		3	
4	24		3	
5	29		3	
6	27		3	
Other	9	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23		3	
1	26		3	
2	26		3	
3	20	1	3	
4	29		3	
5	25		3	
6	29		3	
Other	7	3		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Resource Specialist (non-teaching)	
Other	6.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	12,724.00	4,921.00	7,803.00	76,582.00
District	N/A	N/A	11,502.00	$85,354
Percent Difference - School Site and District	N/A	N/A	-38.3	-10.8
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-32.0	-22.8

Fiscal Year 2023-24 Types of Services Funded

The District's general fund includes monies for:
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:
Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:
Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of teachers, principals, and other school leaders.

Title III
The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State

Fiscal Year 2023-24 Types of Services Funded

academic content and student academic achievement standards as all children are expected to meet. The funds are used to provide resources and training that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively Increase students' English language proficiency.

Title IV:
The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,414	$58,553
Mid-Range Teacher Salary	$83,047	$93,924
Highest Teacher Salary	$108,271	$119,489
Average Principal Salary (Elementary)	$138,396	$149,898
Average Principal Salary (Middle)	$139,299	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$254,681	$270,432
Percent of Budget for Teacher Salaries	31%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS and AVID implementation. Areas were selected based on a district-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through district-wide Educator Learning Summit, pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, and Kern County Superintendent of Schools and university partnerships. Each site participates in a weekly early release day to focus on Professional Learning Communities, which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning. Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30