

Panama 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	Panama Elementary School
Street	9400 Stine Road
City, State, Zip	Bakersfield, CA 93313
Phone Number	(661) 831-1741
Principal	Brian Malavar
Email Address	bmalavar@pbvUSD.k12.ca.us
School Website	https://panama.pbvUSD.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	15633626009948

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
<p>Panama Elementary School, established in 1875, is the oldest of twenty elementary schools in the Panama-Buena Vista Union School District. The original school was established in 1875 and the present school site in 1939. The original school was named after the swampy area where it was built due to its similarities to the Isthmus of Panama. Located at 9400 Stine Road in the growing southwest area of Bakersfield, it is rapidly changing from a rural to a suburban school. The students in grades TK-6 are culturally, ethnically, and socioeconomically diverse. Our majority population is Hispanic at 66% with 9% White, 9% Asian, 5% African-American, and 2% other. About 75% of our students participate in the Free and Reduced school lunch program. To ensure the achievement of all students, and to meet the needs of an English learner population of 19% and our low income</p>

2024-25 School Description and Mission Statement

students, we provide a full time assistant principal, an academic coach, a full time reading intervention teacher, a behavior intervention aide, and a shared social worker. All students receive a rigorous, standards-aligned curriculum. Those students with special needs receive additional support through our intervention teachers, our MTSS, and ELD block. A highly trained support staff, including the school nurse, psychologist, and speech pathologist help design interventions and supports for students with special needs. The music specialists and GATE program enhance and extend the curriculum. 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 parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Programs for all students at Panama Elementary are systematic and explicit. The culture of collaboration supports the goal of collective efficacy, so important to the continued success of our students. Staff, families, and community members work together to provide a learning environment with high expectations for all learners. Our combined efforts are focused on our students' academic, physical, social, and emotional growth. A dedicated staff rises to the challenge of helping all students reach proficiency through highly effective, research-based instructional practices and sound assessment strategies. Teacher collaboration and articulation ensure that the kindergarten through sixth grade experience prepares students for junior high, high school and beyond.

Panama School's motto, "A Learning Community Since 1875" provides the focus for our vision, which is two-fold: 1) to enable each student to acquire the academic, social, and emotional skills to compete successfully at higher academic levels, and 2) to enable each student to become a productive member of society, both professionally and personally, and to exercise the rights and responsibilities of citizenship. Specific goals guide all members of our school community who work to accomplish the following: a) all students will develop a strong foundation of academic and higher order thinking skills, b) staff, students and their families, and the broader community will be involved as partners to promote the social, emotional, and academic success of students, c) the school will provide a safe and nurturing learning environment in which students develop positive character traits, a sense of responsibility, and effective decision-making skills, and d) students will leave Panama with the knowledge and understanding to work collaboratively with others and respect individual differences, the ability to communicate effectively, and the necessary skills to be a contributing member of society.

Panama Elementary School received funds from the state based on the state's funding formula which provides extra funding for English learners, students on the free/reduced lunch program, and foster students. In addition, Panama Elementary received federal Title I funds.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	199
Grade 1	113
Grade 2	103
Grade 3	123
Grade 4	105
Grade 5	126
Grade 6	99
Grade 9	NA
Total Enrollment	868

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.8
American Indian or Alaska Native	0.3
Asian	9.1
Black or African American	5.2
Filipino	0.8
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.4
White	8.5
English Learners	18.7
Foster Youth	0.6
Homeless	0.3
Socioeconomically Disadvantaged	78.9
Students with Disabilities	15.2

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)	24.00	88.89	687.10	87.62	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.60	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	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	3.00	11.11	53.00	6.77	18854.30	6.86
Total Teaching Positions	27.00	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)	25.00	92.59	697.20	86.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	26.40	3.28	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.70	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	3.70	42.60	5.29	15831.90	5.67
Total Teaching Positions	27.00	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)	28.00	90.32	683.90	84.82	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.90	2.84	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.45	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	3.23	38.00	4.71	14303.80	5.15
Total Teaching Positions	31.00	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	0.00	1.00	2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	2

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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	3.5	0

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

Panama 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 meaningful learning. Ongoing repairs and modifications to the physical plant 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 in-service in emergency protocol 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 earthquake/lockdown 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 2:20 p.m. Panama has recently undergone a 25 million dollar modernization.

Year and month of the most recent FIT report				4/2/2024
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)	50	47	46	46	46	47
Mathematics (grades 3-8 and 11)	42	40	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	461	457	99.13	0.87	47.26
Female	220	219	99.55	0.45	51.14
Male	239	236	98.74	1.26	43.64
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	64.52
Black or African American	22	22	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	307	304	99.02	0.98	44.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	54	100.00	0.00	40.74
White	38	38	100.00	0.00	63.16
English Learners	62	60	96.77	3.23	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	368	366	99.46	0.54	45.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	17.54

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	461	456	98.92	1.08	40.35
Female	220	218	99.09	0.91	36.70
Male	239	236	98.74	1.26	43.64
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	51.61
Black or African American	22	22	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	307	304	99.02	0.98	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	54	100.00	0.00	37.04
White	38	37	97.37	2.63	62.16
English Learners	62	60	96.77	3.23	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	368	365	99.18	0.82	39.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	56	93.33	6.67	17.86

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)	21.65	28.57	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	124	121	97.58	2.42	28.93
Female	59	59	100.00	0.00	30.51
Male	65	62	95.38	4.62	27.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	84	96.55	3.45	26.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	92	98.92	1.08	27.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	9.09

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	95.1%	98.3%	98.3%	98.3%	98.3%

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

The parents of Panama Elementary School 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 at Panama Elementary School include the Panama Parent Club, School Site Council, Parent Advisory Council, English Learners Advisory Council, and classroom volunteers. Teachers set up meetings with all of their parents at the end of the first quarter. Parent involvement nights are scheduled throughout the year. The Parent Club provides funds and supports assemblies, school supplies, computers and equipment, field trips, and many other extra benefits for the school and its students. Parents may contact the school for more information. Contact Person: Brian Malavar, Principal - Contact Phone No.: (661) 831-1741

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	940	913	186	20.4
Female	463	453	87	19.2
Male	475	458	98	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	88	83	18	21.7
Black or African American	51	49	11	22.4
Filipino	--	--	--	--
Hispanic or Latino	601	588	119	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	11	1	9.1
White	82	79	17	21.5
English Learners	180	173	39	22.5
Foster Youth	13	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	741	725	157	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	152	42	27.6

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	1.48	1.27	1.17	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	1.17	0.00
Female	0.86	0.00
Male	1.47	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	1.11	0.00
Foster Youth	15.38	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.95	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

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. Elements of the plan include our safe ingress/egress policy, fire drill procedures, earthquake procedures, lock-down procedures, and evacuation procedures. It also includes the role of the school site council, crime assessment data, child abuse reporting procedures, suspension and expulsion policies, procedures to notify teachers of dangerous students, our discrimination and harassment policy, our dress code policy, an assessment of our school's physical environment, crisis intervention strategies, and our complete safe school action plan.

Panama Elementary School has a positive learning environment. The goal of Panama's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Panama Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation as well as individual parent-student handbooks. Regular school attendance is a key factor for student success. Attendance laws and procedures are explained to parents in district and school handbooks and a flyer is sent to every household. Parents are notified regularly if students are truant or tardy. The district has established an Independent Study Program for any student who must be absent from school due to illness for an extended period of time.

Panama establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives as well as progressive discipline and conflict resolution tools to further develop personal growth. Expulsions occur only when required by law or when all other alternatives are exhausted.

Character Education programs, such as Character Strong, teach and reward appropriate behavior. PBIS is a program that encourages rewards for positive behavior. Students receive STING tickets to be used for weekly drawings or our monthly STING store. Honor Hour, STING tickets, and Manners Money are programs established to promote positive behavior and a safe learning environment. The Parent Club provides funding for anti-bullying and positive behavior assemblies.

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	26		4	
1	24		4	
2	28		3	
3	25		4	
4	28		3	
5	27		3	
6	24		4	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		7	
1	24		4	
2	26		4	
3	31		3	
4	29		4	
5	32		2	
6	32		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	22	1	4	
1	27		4	
2	24		4	
3	29		4	
4	26		4	
5	31		4	
6	32		3	
Other	10	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	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	7.5

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	12,209.00	4,233.00	7,975.00	74,901.00
District	N/A	N/A	11,502.00	\$85,354
Percent Difference - School Site and District	N/A	N/A	-36.2	-13.0
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-29.8	-25.0

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.

Fiscal Year 2023-24 Types of Services Funded

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 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	106	106	106