Grace Patterson Elementary
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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
Grade Span	
County-District-School (CDS) Code	48705816099667

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Rubén Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 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 chrome books.

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

2025-26 School Description and Mission Statement

arts.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	47
Grade 2	39
Grade 3	53
Grade 4	46
Grade 5	49
Grade 6	45
Total Enrollment	353

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	1.4
Black or African American	32
Filipino	1.7
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	1.4
Two or More Races	5.1
White	1.4
English Learners	33.1
Foster Youth	0.3
Homeless	4
Socioeconomically Disadvantaged	85.8
Students with Disabilities	13.3

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.

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)	13.5	81.93	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	1	6.34	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	3.02	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.57	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	1.1	7.01	35.4	6.69	15831.9	5.67
Total Teaching Positions	16.5	100	530.7	100	279044.8	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.

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)	12.9	87.81	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	5.11	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	1	7.15	43.4	8.2	14303.8	5.15
Total Teaching Positions	14.6	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.50	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.50	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	
Local Assignment Options	0.20	0.1	
Total Out-of-Field Teachers	0.20	0.7	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	3.7	3.7

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

2025-26 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	November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys /2017	0%
Mathematics	Amplify Desmos Math 2026	0%
Science	k-5th: Twig Science/2020 6-8th: Amplify Science/2020	0%
History-Social Science	K-5th: Pearson myWorld /2019 6th Grade: National Geographic Ancient Civilizations/2019	0%

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

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	August 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	27	27	27	47	48
Mathematics (grades 3-8 and 11)	20	18	19	20	35	37

2024-25 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	196	188	95.92	4.08	27.13
Female	97	92	94.85	5.15	33.70
Male	99	96	96.97	3.03	20.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	57	56	98.25	1.75	23.21
Filipino	--	--	--	--	--
Hispanic or Latino	118	111	94.07	5.93	30.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	63	90.00	10.00	7.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	169	96.02	3.98	23.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

2024-25 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	196	195	99.49	0.51	18.46
Female	97	96	98.97	1.03	16.67
Male	99	99	100.00	0.00	20.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	57	56	98.25	1.75	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	118	118	100.00	0.00	22.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	70	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	176	175	99.43	0.57	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.65	4.26	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	47	95.92	4.08	4.26
Female	29	27	93.10	6.90	3.70
Male	20	20	100.00	0.00	5.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	32	96.97	3.03	6.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.73	2.27	4.65
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.

2024-25 California Physical Fitness Test Participation Rates

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	98.2	100	100	100	41.8

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

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

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 data.

Suspensions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
3.26%	3.33%		7.67%	6.2%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	**School 2023-24**	**School 2024-25**	**District 2022-23**	**District 2023-24**	**District 2024-25**	**State 2022-23**	**State 2023-24**	**State 2024-25**
0%	0%		0.05%	0.05%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 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 will be updated and reviewed in December 2025. 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.

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

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	19	1	1	0
1	22	1	1	0
2	29	0	2	0
3	17	1	2	0
4	25	1	1	0
5	12	3	1	0
6	23	6	6	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$5,014.51	$1,412.85	$3,601.66	$84,932
District	N/A	N/A	12426	$85,560
Percent Difference - School Site and District	N/A	N/A	-110.1	0.9
State	N/A	N/A	$11,146	$101,084
Percent Difference - School Site and State	N/A	N/A	-99.8	-10.9

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

- 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 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, 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, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,813	$62,145
Mid-Range Teacher Salary	$85,679	$97,088
Highest Teacher Salary	$111,308	$120,436
Average Principal Salary (Elementary)	$140,845	$151,343
Average Principal Salary (Middle)	$142,764	$159,514
Average Principal Salary (High)	$157,447	$177,261
Superintendent Salary	$306,368	$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

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 2025-2026 school year included:
- 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30