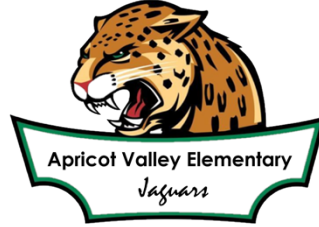


Apricot Valley Elementary School

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	Apricot Valley Elementary School
Street	1320 Henley Parkway
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4700
Principal	Ramiro Flores
Email Address	rflores@patterson.k12.ca.us
School Website	https://apricotvalley.patterson.k12.ca.us/
Grade Span	K-6
County-District-School (CDS) Code	50712170110080

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Apricot Valley Elementary is the largest K-6 school in the Patterson Joint Unified School District, currently serving 780 students. Our diverse student population reflects the surrounding community, and we are dedicated to ensuring each student receives a high-quality education.

The school offers 29 General Education classrooms and two Mild/Moderate Special Day Classes. In addition to classroom instruction, we provide individualized support through programs such as the Resource Specialist Program, Speech and Language Services, Academic Intervention, Mental Health Services, and English Learner support. We also offer designated time for leveled instruction, English Language Development (ELD), and enrichment activities.

Our student support team includes a Mental Health Clinician, School Counselor, School Psychologist, and Student Support Specialist, all working to address the emotional and mental well-being of our students. Through Positive Behavioral Interventions and Supports (PBIS) and collaboration with our Mental Health staff, we are committed to fostering a safe, welcoming, nurturing, and supportive school environment.

At Apricot Valley, we are focused on preparing students for future success, whether that means college, trade school, or entering the workforce. Our highly qualified staff ensures a rigorous and engaging learning environment. Each classroom operates with a 1:WEB model, and technology is regularly integrated into instruction to enhance learning.

We continue to strive in making significant strides toward improving student achievement in English Language Arts and Math, offering targeted professional development for teachers and staff, and promoting social-emotional learning to support the overall development of our students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	94
Grade 2	113
Grade 3	122
Grade 4	118
Grade 5	127
Grade 6	135
Total Enrollment	788

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.4
Asian	4.4
Black or African American	7.1
Filipino	2.7
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	2.5
Two or More Races	4.8
White	9
English Learners	25.3
Foster Youth	0.9
Homeless	0.9
Migrant	0.3
Socioeconomically Disadvantaged	74.1
Students with Disabilities	10.9

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.

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)	28	84.03	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	1.3	3.99	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	1	3	35.5	12.51	15831.9	5.67
Total Teaching Positions	33.3	100	284	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)	18.9	54.83	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	2.9	8.44	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.9	14.47	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	7.6	22.21	33.7	11.68	14303.8	5.15
Total Teaching Positions	34.4	100	288.7	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)	22.3	65.03	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	6	17.48	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	11.66	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	2	5.83	16.3	5.72	13705.8	4.91
Total Teaching Positions	34.3	100	285.6	100	278927.1	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	3.00	4.9	3
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	4.9	4

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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	1.8
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	0	0

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

Apricot Valley teachers have access to all required district-adopted curricula, ensuring that every student has the instructional materials they need. For English Language Development (ELD) and supplemental reading, we use the Wonders curriculum during our designated Rotation block, which provides leveled instruction tailored to meet students' academic needs. During this time, English Learners also receive dedicated English Language Development support and our ELD teachers are implementing Summit K-12 curriculum.

All grade levels and Special Education classrooms follow the 1:WEB model. In addition to Wonders for ELD, teachers incorporate various supplemental curriculum to further support student learning. We also use the computer-based intervention program iReady to reinforce, maintain, or enrich students' math and ELA skills.

For students in grades 1-2 we have implemented SIPPs and for our students in grades 3-6, we have implemented Corrective Reading to address literacy needs, and all of our teachers are implementing the 95% Group program. Teachers also leverage other web-based tools to supplement core instruction and enhance student engagement. Additionally, supplemental online and print science curricula are provided to support our science instruction.

Year and month in which the data were collected

August, 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	McGraw-Hill, Wonders, 2017	0
Mathematics	Eureka Math, 2016 Eureka Squared, 2023	0
Science	Amplify Science California, 2019	0
History-Social Science	Studies Weekly, 2019	0
Foreign Language	Summit K-12, 2025	0

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

School Facility Conditions and Planned Improvements

Apricot Valley Elementary was built in 2005. We currently house 31 classrooms, a Resource Room, a Speech and Language room, and Intervention room, a band room, a wellness center, a teacher learning center, a multipurpose room, library, conference room, and extra office space for outside agencies. Our facilities are in good condition, generally clean, and pleasing

School Facility Conditions and Planned Improvements

to the eye. During extended breaks, custodial and maintenance staff take care of deep cleaning, large projects, and minor repairs. We have outdoor shade structures to provide an area that can be utilized for an outdoor eating area and covered space for outdoor activities. We replaced our large playground structure in 2023. Playground structures are checked regularly and all safety hazards are reported. Work orders are submitted to ensure any safety issues are corrected immediately.

District Maintenance and Repairs: District maintenance staff make the necessary repairs to keep the school looking good and in working order.

Year and month of the most recent FIT report

October 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			Playground Boys' Restroom: #5:Overall Cleanliness-Strong odor is in the restroom
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CR#E4: #11:Hazardous Materials-Chemicals are stored under the sink (insecticide spray).
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)	36	36	34	37	47	48
Mathematics (grades 3-8 and 11)	21	22	17	19	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	504	499	99.01	0.99	36.27
Female	238	234	98.32	1.68	41.03
Male	266	265	99.62	0.38	32.08
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	40.74
Black or African American	44	44	100.00	0.00	38.64
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	313	308	98.40	1.60	36.69
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	21.43
Two or More Races	48	48	100.00	0.00	31.25
White	40	40	100.00	0.00	30.00
English Learners	109	107	98.17	1.83	16.82
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	373	371	99.46	0.54	30.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	71	100.00	0.00	4.23

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	504	500	99.21	0.79	21.80
Female	238	235	98.74	1.26	20.85
Male	266	265	99.62	0.38	22.64
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	22.22
Black or African American	44	44	100.00	0.00	20.45
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	313	309	98.72	1.28	19.09
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	21.43
Two or More Races	48	48	100.00	0.00	25.00
White	40	40	100.00	0.00	27.50
English Learners	109	107	98.17	1.83	4.67
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	373	372	99.73	0.27	17.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	71	100.00	0.00	4.23

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)	20.77	21.77	13.55	15.86	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	125	124	99.20	0.80	21.77
Female	58	58	100.00	0.00	25.86
Male	67	66	98.51	1.49	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	69	98.57	1.43	18.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	15	15	100.00	0.00	26.67
English Learners	27	27	100.00	0.00	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	99	100.00	0.00	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	8.33

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	83	81	77	77	92

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

At Apricot Valley Elementary, we value the active involvement of parents and offer regular opportunities for them to engage with the school. Whether attending organized events like Science Night or Math Night, PTO events like Movie Night and Paint Night, volunteering in classrooms, or participating in field trips, we encourage parents to be part of their child's educational experience.

Communication about school programs and events is shared through Parent Square, social media, and our Peachjar email system. Parents can participate in various organized opportunities, including the Parent Teacher Organization (PTO), School Site Council (DAC at the district level), and English Learner Advisory Committee (DLAC at the district level) as well as community events like United Paterson and Walk for Childhood Cancer.

We also encourage parents to volunteer in classrooms, attend school events, and join field trips (when available). Those interested in volunteering should complete the updated volunteer application process. For assistance, parents can contact the school office.

Additionally, we invite families to join us for Back-to-School Night, Open House, Jaguar of the Month, Coffee/Pastries with the Principal, school parades, and parent workshops. For more information on how to get involved, please reach out to your child's teacher or the school office.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	852	833	167	20.0
Female	414	405	76	18.8
Male	437	428	91	21.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	45	5	11.1
Black or African American	65	62	12	19.4
Filipino	22	22	0	0.0
Hispanic or Latino	531	523	104	19.9
Native Hawaiian or Pacific Islander	26	26	6	23.1
Two or More Races	46	44	16	36.4
White	75	71	11	15.5
English Learners	212	211	30	14.2
Foster Youth	17	13	6	46.2
Homeless	38	36	18	50.0
Socioeconomically Disadvantaged	642	630	137	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	107	104	23	22.1

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
3.36	6.12	5.52	6.78	7.67	5.32	3.6	3.28	2.94

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	0.21	0.28	0.37	0.08	0.07	0.06

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	5.52	0.00
Female	3.38	0.00
Male	7.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.65	0.00
Native Hawaiian or Pacific Islander	3.85	0.00
Two or More Races	4.35	0.00
White	6.67	0.00
English Learners	4.72	0.00
Foster Youth	5.88	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	6.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.02	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.

2025-26 School Safety Plan

Apricot Valley Elementary has developed a comprehensive safety plan that addresses the following components:

- a) Child Abuse Reporting Procedures
- b) Emergency Preparedness and Crisis Response Plan
- c) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
- d) Procedures to Notify Teachers of Dangerous Pupils
- e) Discrimination and Harassment Policies
- f) School-wide Dress Code
- g) Procedure for Safe Ingress and Egress to and from School
- h) A Safe and Orderly School Environment Conducive to Learning
- i) School Discipline Rules and Consequences
- j) Hate Crime Reporting Procedures and Policies.

We are a closed campus. Visitors must enter through the office, sign in, and obtain a badge through the Raptor System. Students and staff are aware of safe and orderly procedures for movement within our campus as our drills help us prepare for unforeseen events. Staff monitor the gates and cafeteria before and after school as well as the playground areas and parking lot. We also have updated our security cameras, which enable us to monitor the campus during and after school hours. Monthly fire drills are scheduled and lockdown drills are practiced on a regular basis. The School Safety Plan was reviewed by the Safety Committee, and necessary dignitaries. The School Site Council voted to give the site Safety Committee permission to update the site Safety Plan. It was updated and approved by the School Safety Committee January 15, 2025. Important components of the plan can be found in the Teacher Handbook and are discussed regularly at faculty meetings throughout the school year. This information is also available and shared with guest teachers when we have them on campus.

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	21	3	7	0
1	23	3	6	1
2	23	2	8	0
3	23	2	8	0
4	27	0	8	0
5	29	1	5	1
6	30	0	8	1
Other	24	2	2	1

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	0	4	0
1	20	5	4	0
2	24	1	9	0
3	22	2	8	0
4	28	0	8	0
5	27	2	5	1
6	32	1	4	3
Other	23	3	2	1

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
K	20	3	1	
1	24		4	
2	22	1	4	
3	24		5	
4	29		4	
5	30		4	
6	30		4	
Other	10	3		

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	817

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	7195	782	6413	92497
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-59.4	10.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-50.7	-2.3

Fiscal Year 2024-25 Types of Services Funded

Apricot Valley offers a wide range of services to support students' academic and socioemotional needs. These include a daily Rotation block of leveled classes, enrichment activities for students on grade level, and English Language Development (ELD) for English Learners. We utilize Title 1 and LCAP funds to provide intervention support in Reading and Math (K-6) through paraprofessionals. We have continued to implement Corrective Reading and the 95% Group program, and this year we also have an intervention teacher to work with our at risk students.

To assist students performing below grade level standards, we use technology-based intervention programs during the school day. Some of our teachers offer after school tutoring, and the Extended Learning Opportunity Program (formerly ASP) provides additional homework support and enrichment for enrolled students. Student Success Team meetings are held throughout the year to create individualized plans for students not meeting grade-level standards. Our Special Education services include Speech and Language, Resource, and Special Day Classes.

For students experiencing socioemotional challenges, we have a Student Support Specialist (S3) on campus five days a week, working alongside our School Counselor and Mental Health Clinician. The Mental Health Clinician provides Tier 3 support and

Fiscal Year 2024-25 Types of Services Funded

is on campus daily, except when attending meetings. Our School Counselor offers additional counseling services for students needing more support than the S3 can provide, and we also make referrals to external services for families in need. In addition, our School Psychologist, School Counselor, and S3 collaborate to conduct crisis/risk assessments as necessary. The District partners with Community Hospice and other outside agencies to provide additional support and resources to students and families.

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	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

Professional Development

Professional development activities are delivered through professional development opportunities provided before the school year begins, Wednesday afternoons when students are not on campus, and during site staff meetings/PD or individual coaching. In addition, demonstration lessons are available for those teachers that request them from Admin and/or District TOSAs. Districtwide professional development days were held prior to school starting for the 2025-26 school year. In addition, staff members are also required to attend our District professional development days calendered for the school year. Staff that are interested in attending training at SCOE or other conferences to strengthen their skills in the content areas through the county, regional and Statewide trainings, and district offerings of free Fall and Spring evening courses for certificated, classified and administrative staff fill out a request for attendance to be approved by EdServices.

The focus of professional development activities is determined by reviewing student academic progress, assessment data, district initiatives, and site needs. Our major focus areas this year are the Science of Reading, Corrective Reading, Teacher Clarity, 95% Group, Eureka Math, and Wonders/Wonderworks for ELA. Other focus areas include writing, technology, PBIS/SEL, PLC work and data analysis. To assist teachers with implementing new skills, Teachers on Special Assignment (TOSAs) provide coaching and support in the areas of elementary education, technology, English language development, and new teacher support. Site administrators also provide staff development through staff meetings, classroom walks and feedback, targeted site-specific topics, and assistance for individual teachers.

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	20	22	25