

Apricot Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Apricot Valley Elementary School
Street	1320 Henley Parkway
City, State, Zip	Patterson, CA 95363-8800
Phone Number	(209) 892-4700
Principal	Shelby Huerta
Email Address	shuerta@patterson.k12.ca.us
Website	http://apricotvalley.patterson.k12.ca.us/
County-District-School (CDS) Code	50712170110080

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Philip M. Alfano, Ed.D.
Email Address	palfano@patterson.k12.ca.us
Website	www.patterson.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Apricot Valley Elementary is the largest K-5 school in the district. We currently have 704 students and our population is very diverse and representative of the surrounding community. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.

We have twenty-eight General Education classes, one Mild/Moderate Special Day Class, and two Moderate/Severe Special Day Classes. We offer support to students through the Resource Specialist Program, Speech and Language, and English Learner services. In addition to differentiated instruction within classrooms, our site has a designated time for students to receive leveled instruction, Designated English Language Development, and Enrichment.

We are committed to maintaining a school culture in which all students will receive a quality education. Every student will be provided with the opportunity to be successful in developing their character and work to attain academic excellence. Although we have moved to Blended Learning and Distance Learning, we are dedicated to guiding our students towards becoming lifelong learners and fulfilled members of society. Through our Positive Behavior Intervention and Supports, we create a safe and welcoming environment for all students. As a No Excuses University school, we commit to preparing all students to attend college or begin their career. Our staff are highly qualified and facilitate student learning within a rigorous classroom environment. All classrooms are 1:WEB and teachers are regularly integrating technology into instruction. We are making progress towards our goals of increasing student achievement in English Language Arts and Math, providing relevant professional development for teachers and staff, and engaging in recycling activities.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	110
Grade 1	119
Grade 2	123
Grade 3	124
Grade 4	126
Grade 5	139
Total Enrollment	741

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.7
Asian	4.7
Filipino	4.5
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	3
White	12.3
Two or More Races	4
Socioeconomically Disadvantaged	68.3
English Learners	27.8
Students with Disabilities	10.5
Foster Youth	0.9
Homeless	0.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	31	31	31	262
Without Full Credential	1	1	1	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Apricot Valley teachers have all of the required district adopted curriculum. All students have sufficient instructional materials. We are using Wonders ELD and supplemental Reading curriculum during our designated block of Rotation, which is a time where students receive leveled instruction to meet their academic needs and our English Learners receive designated English Language Development. All grade levels and Special Education classrooms are 1:WEB. Teachers are using a computer-based intervention program, iReady, for remediation, maintenance, or enrichment of math and ELA skills. Other web-based programs are utilized by the teachers to supplement their core instruction. Specifically trained and certified teachers in 2nd-5th grades will be teaching Project Lead the Way modules which address the Science, Technology, Engineering, and Math standards. Teachers have also been provided with supplemental online and print science curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, 2017	Yes	0
Mathematics	Eureka Math, 2016, Number Worlds, 2008	Yes	0
Science	Amplify Science California, 2020	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	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 33 classrooms, a teacher learning center, multipurpose room, library, conference room, and extra office space for outside agencies. Our facilities are in good condition, generally clean, and pleasing to the eye. During extended breaks, custodial and maintenance staff take care of deep cleaning, large projects, and minor repairs. Recent completion of a shade structure provides an area that can be utilized as a picnic area, and covered space for outdoor activities. Playground structures are checked regularly and any safety hazard is reported and work orders are sent to repair the problem.

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 09/26/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	F-3: Ceiling tile needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	E Wing Common Hall: Back Playground: Needs pressure washing
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	E Wing bathroom- Boys: Left 2 urinals water is shut off - E Wing bathroom- Girls
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Kinder Playground: Playground needs bark, fences have gap, and cement needs to be ground down - work orders submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	26	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Prior to school closures due to COVID-19, parents had regular opportunities to be involved at our site. Communication regarding school programs and events occur during monthly Jaguar Journal, social media, Parent Square, and our Peachjar email system.

Organized opportunities for parental involvement include: Parent Teacher Organization, School Site Council, and English Learner Advisory Committee. Prior to school closures due to COVID-19, parents were encouraged to volunteer in classrooms, attend school events, and attend field trips. In addition, we invite families to join us for virtual Back-to-School Night, Open House, No Excuses University rallies, and parent workshops. For more information on how to become involved in our school, please contact the school office.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.4	5.2	7.1	7.0	3.5	3.5
Expulsions	0.0	0.0	0.4	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.7	5.1	
Expulsions	0.0	0.08	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 now a closed campus. Visitors must enter through the office, sign in, and obtain a badge. Students and staff are aware of safe and orderly procedures for movement within our campus. Staff monitor the gates, cafeteria, playground areas, and parking lot. We also have 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. Since the COVID-19 school closures, we have reopened our school on a blended learning model with protocols for social distancing, health screening and monitoring. The School Safety Plan was reviewed on December 16, 2020. It was updated and approved by the School Safety Committee on January 8, 2021. Important components of the plan can be found in the Teacher Handbook and are discussed regularly at faculty meetings throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	3	5		19	3	3		21	1	4	
1	24	1	8		23	2	8		23	1	9	
2	24	1	8		24	1	8		30	2	6	2
3	24		10		22	3	7		23	1	9	
4	29		7		31		8		29		8	
5	30	1	6	3	28	2	7	1	31		6	
Other**	16	2	1		21		1		12	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8689	1468	7221	73426
District	N/A	N/A	7336	\$75,464
Percent Difference - School Site and District	N/A	N/A	-1.6	-2.7

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	-7.1	-7.6

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

Types of Services Funded (Fiscal Year 2019-2020)

Apricot Valley offers a variety of services to meet students' academic and socioemotional needs. Some of the services we provide to support our students include: Daily Rotation block of leveled classes, enrichment activities for students identified as Gifted and Talented, and English Language Development for students classified as English Learners. We use Title 1 and LCAP funds to offer paraprofessional support in Reading for students in Grades K-3 and in Math for students in Grades 3-5. Technology-based intervention programs are utilized during the school day to assist students who are performing below grade level standards. Tutoring is provided after school for all grade levels. After School Program also provides targeted intervention and homework support to enrolled students. Student Success Team meetings are held throughout the year to develop plans for students who are not meeting grade level standards. Special education services include: Speech and Language, Resource, and Special Day Class.

Students who experience socioemotional issues are referred to our Student Assistance Specialist, who is contracted through the Center for Human Services. A Mental Health Clinician is on-site one day per week and provides counseling services to students and/or families.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,859	\$49,782
Mid-Range Teacher Salary	\$75,791	\$76,851
Highest Teacher Salary	\$106,060	\$97,722
Average Principal Salary (Elementary)	\$128,105	\$121,304
Average Principal Salary (Middle)	\$133,324	\$128,629
Average Principal Salary (High)	\$144,436	\$141,235
Superintendent Salary	\$210,034	\$233,396
Percent of Budget for Teacher Salaries	28.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	24	12

Professional development activities are delivered through professional development opportunities provided before the school year begins, Wednesdays when students are not on campus, and during individual mentoring. In addition, demonstration lessons are available for those teachers that request them. Districtwide professional development days were held prior to school starting for 2018-19, 2019-20, and 2020-21. In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through county, regional and Statewide training.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives and site needs. Major focus areas over the past three years have included mathematics, science and technology. This year, the District and site have incorporated Distance Learning, Blended Learning, and technology supports for teachers. Other focus areas include writing, technology, data analysis, and AVID strategies. To assist teachers with implementing new skills, Teachers on Special Assignment (TOSAs) provide 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, targeted site-specific topics, and assistance for individual teachers.