

Apricot Valley Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Apricot Valley Elementary



Contact Information (School Year 2013-14)

1320 Henley Pkwy.
Patterson, CA 95363
(209) 892-4700

Principal: Mr. Jose Sanchez, Principal
Contact E-mail Address: jsanchez@patterson.k12.ca.us
County-District-School (CDS) Code: 50712170110080

Patterson Joint Unified Contact Information (School Year 2013-14)



(209) 895-7700
www.patterson.k12.ca.us
Superintendent:
Contact E-mail Address:

Mr. Philip M. Alfano
contact@patterson.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Patterson Joint Unified
Phone Number	(209) 895-7700
Web Site	www.patterson.k12.ca.us
Superintendent	Mr. Philip M. Alfano
E-mail Address	contact@patterson.k12.ca.us
CDS Code	50712170110080

School Contact Information (School Year 2013-14)

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Street	1320 Henley Pkwy.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4700
Principal	Mr. Jose Sanchez, Principal
E-mail Address	jsanchez@patterson.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

Apricot Valley Elementary treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding State grade level standards. A variety of programs support the needs of the individual learners. Programs currently offered include regular sessions for gifted/accelerated learners, regular English Language Development (ELD) sessions, extended day programs in kindergarten, and intersession programs in reading and mathematics. Our success in making our commitment a reality was demonstrated by our 2012-13 school year Academic Performance Index (API) score of 834. Our school strength included student performance in mathematics. All classes at Apricot Valley Elementary have been aligned to the California State Standards. Teachers work at grade levels to align instructional units to the Standards and fill in areas where Standards are not thoroughly addressed. The core program is provided to all students through research-based materials and practices so that all students may meet and/or exceed the Standards.

Results from California English Language Development Test (CELDT) exams, California's Standardized Testing and Reporting (STAR) tests, and multiple local assessments are used to determine trends, identify gaps, and to establish goals. Throughout the year, students are regularly assessed in mathematics and reading to inform teacher instruction. Students not demonstrating success are referred to the Student Study Team. The team identifies appropriate interventions.

The Resource Specialist Program, the Speech and Language Program, and Adaptive Physical Education Program are among the Special Education services offered for qualifying students at Apricot Valley Elementary. Qualifying students may also be assigned to one of the two District Severely Handicapped Classes, which are part of the Apricot Valley Elementary community. English Learners (ELs) receive specialized ELD instruction daily. For grades 1-5, this happens 45 minutes each day (during school-wide rotation). Kindergarten ELs receive 30 minutes of ELD instruction daily. Students identified as Gifted and Talented are provided differentiated units during the daily ELD rotation.

Opportunities for Parental Involvement (School Year 2012-13)

All families are encouraged to become informed and actively involved. We invite everyone to attend our Back-to-School Night, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. Please join our PTO, which sponsors events that promote a sense of community and raise money for worthy causes. We encourage you to volunteer in classrooms, the library, at home, or chaperone field trips. Please consider joining the SSC and be part of the team that rewrites our School Improvement Plan.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	65%	65%	59%	45%	46%	44%	54%	56%	55%
Mathematics	78%	73%	70%	42%	42%	38%	49%	50%	50%
Science	54%	63%	61%	45%	51%	45%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	42%	42%	36%	48%	49%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	44%	38%	45%	36%
All Students at the School	59%	70%	61%	N/A
Male	50%	68%	57%	N/A
Female	68%	73%	64%	N/A
Black or African American	56%	63%	54%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	72%	97%	N/A	N/A
Filipino	70%	74%	N/A	N/A
Hispanic or Latino	56%	67%	55%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	68%	77%	77%	N/A
Two or More Races	48%	64%	N/A	N/A
Socioeconomically Disadvantaged	52%	63%	53%	N/A
English Learners	42%	62%	38%	N/A
Students with Disabilities	37%	44%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	21.5%	25.9%	34.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	7	7	7
Similar Schools	9	9	9

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	26	-11	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-33	8
Native Hawaiian or Pacific Islander			
White	7	2	-19
Two or More Races			
Socioeconomically Disadvantaged	31	-17	-15
English Learners	-3	1	-8
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	530	835	4,187	735	4,655,989	790
Black or African American	75	814	299	712	296,463	708
American Indian or Alaska Native	0		20	731	30,394	743
Asian	35	926	109	862	406,527	906
Filipino	23	889	67	864	121,054	867
Hispanic or Latino	271	815	2,940	716	2,438,951	744
Native Hawaiian or Pacific Islander	19	800	69	771	25,351	774
White	89	871	628	791	1,200,127	853
Two or More Races	18	832	51	791	125,025	824
Socioeconomically Disadvantaged	346	797	3,138	712	2,774,640	743
English Learners	153	801	1,717	666	1,482,316	721
Students with Disabilities	68	690	607	510	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	No
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	127
Grade 1	144
Grade 2	143
Grade 3	148
Grade 4	137
Grade 5	134
Total Enrollment	833

Student Enrollment by Student Group (School Year 2012-13)

Apricot Valley Elementary 2012-13
School Accountability Report Card

Group	Percent of Total Enrollment
Black or African American	12.6
American Indian or Alaska Native	0.1
Asian	5.4
Filipino	3.6
Hispanic or Latino	51.9
Native Hawaiian/Pacific Islander	3.6
White	18
Two or More Races	4.7
Socioeconomically Disadvantaged	63.4
English Learners	30.6
Students with Disabilities	9.4

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.4	1	4	0	26.2	2	4	0	25	1	4	0
1	25.4	0	5	0	30.8	0	4	0	24	1	5	0
2	25	0	5	0	27.4	0	5	0	24	1	5	0
3	22.8	3	2	0	28	0	5	0	25	1	5	0
4	32	0	2	2	31.8	0	3	1	23	2	0	4
5	31	0	4	1	32.3	0	3	1	27	1	1	3
Other					0	0	0	0	0	0	0	0

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

School Safety Plan (School Year 2012-13)

Apricot Valley Elementary participated in Safe School Planning to match the updated plans at all other sites in Patterson JUSD. The Emergency Response Plan items include policies on hate crimes, evacuation procedures and pathways, and response to emergencies and disasters in the first 15 minutes. Evacuation drills are practiced on a regular basis. The School Safety Plan was most recently updated and reviewed with staff in October 2013. Individual components are discussed regularly at faculty meetings throughout the school year.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0.068	0.05	0.15	0.149	0.17	0.24
Expulsions	0	0	0	0.009	0.004	0.01

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Apricot Valley Elementary was built in 2005, with 33 classrooms, a teacher center, a 34-station computer lab, multipurpose room, and a wonderfully inviting library. We are fortunate that our new facilities reflect a positive learning climate and safety concerns for all students. Our campus is designed for maximum safety to be taken into consideration. Our gates are open before and after school. However, we shut them during the school day. Visitors are asked to come through the office to sign in and obtain a badge. Students and staff are aware of safe and orderly procedures for movement within our campus. Staff monitors the playground and parking lot.

District Maintenance and Repairs: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Inspection date: 8/31/13

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	G Building: A few outside lights are not working. Replaced 9/12/13 E Building: A few outside lights are out. Replaced 9/12/13
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	Cafeteria: Clean ceiling in boys RR, wet paper in strobe light cover and no fire extinguisher. Cleaned RR 9/4/13. Fire extinguisher not required inside restroom.
Safety: Fire Safety, Hazardous Materials		—	—	E Building: Need to date fire extinguisher. Custodian responsible monthly for this task.
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	Campus: Concrete is lifting all over campus. Repaired 12/18/13 Campus: A tree is missing in courtyard (hole a hazard). Poured cement in hole 12/19/13.

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating		—	—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	33	30	30	242
Teachers without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.25	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reach Program, 2002, SRA - adopted 2008 Open Court Reading, 2002, SRA - adopted 1998 Signatures 2002, Harcourt Brace - adopted 1998	No	0%
Mathematics	California Math, 2009, Houghton Mifflin - adopted 2008 Number Worlds, 2008, SRA - adopted 2008	Yes	0%
Science	Science California K-5, 2007, Houghton Mifflin - adopted 2007	Yes	0%
History-Social Science	History-Social Science for California K-5, 2006, Scott Foresman - adopted 2006	Yes	0%
Foreign Language		N/A	N/A
Health		N/A	N/A
Science Laboratory Equipment (grades 9-12)		N/A	N/A
Visual and Performing Arts		N/A	N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$3,378	\$1,167	\$2,211	\$64,298
District	N/A	N/A	\$4,080	\$60,167
Percent Difference - School Site and District	N/A	N/A	-45.81	6.87
State	N/A	N/A	\$5,537	\$67,106
Percent Difference - School Site and State	N/A	N/A	-60.07	-4.18

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

Gifted and Talented Education (GATE) program, grades 4-12

Advanced Placement program, grades 10-12

Pre-AP program, grade 8-9

Academic Decathlon, grades 9-12

English Learner programs, including English Language Development (ELD)

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer assisted instruction.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,985	\$40,928
Mid-Range Teacher Salary	\$63,057	\$64,448
Highest Teacher Salary	\$80,287	\$82,826
Average Principal Salary (Elementary)	\$91,648	\$102,639
Average Principal Salary (Middle)	\$95,648	\$109,252
Average Principal Salary (High)	\$103,529	\$118,526
Superintendent Salary	\$137,582	\$183,967
Percent of Budget for Teacher Salaries	0.38%	0.4%
Percent of Budget for Administrative Salaries	0.05%	0.06%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In the 2009-2010 school year furlough days were implemented and no staff development days were scheduled. In the 2010-11 school year, 2 staff development days were scheduled and one day in 2011-2012. 2012-2013 has restored all furlough days.