

Pearblossom Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Pearblossom Elementary School
Street	12828 East Avenue W
City, State, Zip	Pearblossom, Ca, 93553
Phone Number	661-944-6019
Principal	Kristine Gori
Email Address	kgori@keppel.k12.ca.us
School Website	https://www.keppelunion.org/pearblossomelementary
County-District-School (CDS) Code	19646426108542

2023-24 District Contact Information

District Name	Keppel Union School District
Phone Number	(661) 944-2155
Superintendent	Priya Darbari
Email Address	pdarbari@keppel.k12.ca.us
District Website	www.keppelunion.org

2023-24 School Description and Mission Statement

Mission

The Pearblossom School's mission is to provide a safe and positive learning environment that respects and values diversity, empowers children to reach their greatest potential, and prepares them with the 21st-century skills necessary for life-long learning.

Vision

Pearblossom School, where:

All students are equipped for success,

All staff are empowered to get them there, and

All schools and communities are partnered for the duration of the process.

School Description

* Pearblossom Elementary School, located in the Antelope Valley, is one of six schools in the Keppel Union School District and currently has 385 students enrolled.

* Pearblossom employs one principal, 19 general education teachers, two Specialized Academic Instruction (SAI) teacher, one psychologist, and one counselor. The school also employs 18 classified personnel including custodians, instructional aides, a bilingual aide, a library clerk, office staff, recreational leaders, kitchen staff, a groundskeeper, and a Licensed Vocational Nurse.

* Pearblossom has implemented the Positive Behavior Intervention and Support System (PBIS) in which staff and students build positive reinforcement for behaviors.

* The current instructional program supports all student learners in that all teachers have been trained on the currently adopted curriculum, and are able to use data to drive instruction.

* The sports program is coordinated through our afterschool program. This program gives students the ability to participate in volleyball, basketball, soccer, and track.

* Special education services are provided through a full inclusion model with the support of one SAI teacher. Additional support is provided through a Speech and Language Pathologist, an Adaptive Physical Education teacher, an Occupational Therapist, and a school psychologist. Services to Gifted and Talented Education (GATE) students are provided in the regular classroom through differentiated instruction and the development of Independent Learning Plans (ILP).

* English Language Learners receive English Language Development (ELD) instruction in the general education program. All grades receive a minimum of 30 minutes of designated ELD instruction daily.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	45
Grade 2	32
Grade 3	50
Grade 4	59
Grade 5	42
Grade 6	58
Grade 7	31
Grade 8	27
Total Enrollment	393

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
American Indian or Alaska Native	0.5%
Asian	0.5%
Black or African American	2%
Filipino	1%
Hispanic or Latino	71.8%
Two or More Races	1%
White	23.2%
English Learners	24.7%
Foster Youth	2%
Homeless	2.5%
Socioeconomically Disadvantaged	78.6%
Students with Disabilities	17.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	93.75	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.25	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.90	2.95	12115.80	4.41
Unknown	0.00	0.00	1.00	0.75	18854.30	6.86
Total Teaching Positions	16.00	100.00	133.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	98.98	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.96	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.40	2.19	11953.10	4.28
Unknown	0.00	0.00	0.20	0.16	15831.90	5.67
Total Teaching Positions	16.60	100.00	157.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students, including English Language Learners, were provided state adopted and standards aligned textbooks and/or instructional materials. The textbooks used for preschool is Experience Early Learning-Mother Goose;	Yes	0.0

	Grades K-5 – Reach for Reading by National Geographic. Adoption Date: 2017 Amplify Program for Grades 6-8 was adopted in December 2017. Amplify included designated ELD for all English Learners from 6th – 8th grades. Imagine Learning and Literacy ELD for K-3, English 3D for grades 4-8.		
Mathematics	All students, including English Language Learners, were provided state-adopted and standards- aligned textbooks and/or instructional materials. The textbooks used are: Go Math by Houghton Mifflin Harcourt for Grades K-8. K and 3rd adoption occurred in 2018 and Grades 1st, 2nd, 4th -8th in 2014.	Yes	0.0
Science	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The science curriculum used for grades K-8 is SAAVAS and was adopted in August 2022.	Yes	0.0
History-Social Science	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. The textbooks that are used for grades K through 2 is Studies Weekly California, for grades 3-8 the textbook used is McGraw Hill IMPACT California.	Yes	0.0
Foreign Language	N/A		0.0
Health	All students, including English Language Learners, were provided stated adopted and standards aligned textbooks and/or instructional materials. K – 6th grades use the Health and Wellness series by MacMillan/McGraw Hill Publishing and “Decisions for Health” by Holt, Rinehart and Winston are used in the 7th and 8th grades. Adoption date was 2005.	Yes	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

Pearblossom has one (1) day custodian, one (2) evening custodians, and (1) groundskeeper. Restrooms are cleaned daily as are kindergarten classrooms and the nurse’s office. All other offices and classrooms are cleaned everyday. Carpets are cleaned routinely and by special request. Preventative maintenance and additional services are performed by work order request.

Pearblossom School was inspected by personnel of our Maintenance & Operations Department on December 15, 2023. The Los Angeles County Office of Education Facility Inspection Tool(FIT) was used for the inspection. Pearblossom School received an Average Percentage of 93.4% and a School Rating of "Good" for 8 categories.

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed.
Interior: Interior Surfaces	X			No repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repairs needed.
Electrical	X			No repairs needed.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Toilet is not working correctly, work order already placed.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed.
Structural: Structural Damage, Roofs	X			Ceiling paint in restrooms peeling, work order already placed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Pavement is cracked in multiple places in all playgrounds. Plan for replacement over summer break.

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.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	29	30	31	47	46
Mathematics (grades 3-8 and 11)	24	23	19	20	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	276	273	98.91	1.09	28.94
Female	136	134	98.53	1.47	32.84
Male	140	139	99.29	0.71	25.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	209	206	98.56	1.44	26.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	58	100.00	0.00	37.93
English Learners	64	62	96.88	3.12	4.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	232	98.72	1.28	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	55	100.00	0.00	1.82

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	276	271	98.19	1.81	23.25
Female	136	133	97.79	2.21	21.80
Male	140	138	98.57	1.43	24.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	209	205	98.09	1.91	21.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	57	98.28	1.72	24.56
English Learners	64	61	95.31	4.69	6.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	230	97.87	2.13	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.69	11.43	12.67	13.65	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	70	95.89	4.11	11.43
Female	35	34	97.14	2.86	11.76
Male	38	36	94.74	5.26	11.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	57	96.61	3.39	8.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	97%	85%	0%	79%	100%
Grade 7	94%	97%	91%	76%	100%

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.

2023-24 Opportunities for Parental Involvement

Contact Person: Kristine Gori, Principal Contact Number: (661) 944-6019

Pearblossom Elementary is fortunate to have parents/community members who actively participate on a daily basis.

- * Our Parent Teacher Organization (PTO) assists our school in numerous ways, ranging from fundraisers to educational assemblies. Volunteers offer assistance in support of the instructional program.

- * The School Site Council (SSC) meets monthly to monitor and approve the implementation of our school plan. The Council is composed of the administration, teachers, and parents.

- * The English Learner Advisory Committee (ELAC) meets monthly to discuss, monitor, and guide the direction of instruction for English Language Learners.

Pearblossom Elementary continues to increase parental involvement opportunities.

- * Parents give input through School Site Council, the English Learner Advisory Committee, and PTO meetings.

- * A survey is also distributed in the Fall and analyzed by the school's Leadership Team.

- * The home-school compact is reviewed annually by the School Site Council, English Learner Advisory Committee, and the Leadership Team. The compact describes how parents, the school staff, and students work as partners to share the responsibility for improved student academic achievement. The compact is distributed with the first-day packet and to new families when they enroll at Pearblossom School.

Pearblossom Elementary uses Class Dojo and Parent Square to communicate with parents in English, Spanish, French, and Russian.

- * This allows the school to send out important information in a timely manner, from school-wide activities to important meetings, to specific grade levels or classes making announcements for their individual classes.

- * Communication is sent out weekly to parents on upcoming events/activities. The school website is also another resource parents can utilize to gather information about current events.

- * Majority of teachers also use Class Dojo application to communicate student messages and behavior reports to parents.

Parents can also message teachers with questions and concerns about their student's progress.

2023-24 Opportunities for Parental Involvement

Parents have opportunities for leadership roles through School Site Council, English Learner Advisory Committee, and PTO. They serve as the officers for those committees. Other members of the committees are also actively involved.

Student assessment results are mailed to parents in Spanish and English at the start of each school year. These inform parents how their children did on the standardized tests or local district tests.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	445	433	189	43.6
Female	223	218	87	39.9
Male	222	215	102	47.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	8	8	3	37.5
Filipino	4	4	0	0.0
Hispanic or Latino	324	314	134	42.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	1	11.1
White	97	95	51	53.7
English Learners	115	110	56	50.9
Foster Youth	9	9	2	22.2
Homeless	14	14	11	78.6
Socioeconomically Disadvantaged	373	362	161	44.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	41	52.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.62	4.04	0.00	4.77	4.41	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.04	0
Female	2.24	0
Male	5.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.22	0
English Learners	3.48	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	4.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.59	0

2023-24 School Safety Plan

Pearblossom Elementary School strives to create a safe, comfortable, positive learning environment.

Pearblossom has developed a comprehensive school safety plan which is reviewed and updated annually by the School Safety Committee and the Keppel School Board.

* The plan covers not only emergency procedures in case of disaster but also addresses the physical, emotional, social, and cultural safety of our students. Items such as child abuse reports, sexual harassment, school dress code, rules, and procedures as well as disaster plans and procedures are included.

* Fire drills, lockdown drills, and disaster drills are held monthly.

In an effort to create a safe, comfortable and positive learning environment, a Positive Behavior Intervention System (PBIS) has been developed.

* The four behavior expectations that serve as the tenants for the system are to be respectful, be responsible, be safe, and be

2023-24 School Safety Plan

a learner.

* The expectations are outlined in the school handbook and the home-school compact. Expectations assemblies are held in August and other times as needed during the school year.

* New students to the school also have an opportunity to review the expectations.

* The Second Step curriculum is implemented in classrooms to further support the development of students' positive academic and character traits.

* A central component of the PBIS plan is to specifically teach appropriate behaviors to students so they are very clear of the expectations.

* In addition, students are recognized for demonstrating appropriate behaviors through the distribution of Cheetah Tickets.

* Awards assemblies are held every trimester to recognize the academic, behavior, and attendance accomplishments of our students.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	16	2		
1	20	2		
2	28		2	
3	24		2	
4	33		1	
5	33			
6	26		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	15	1	1	
2	21	1	1	
3	19	1	2	
4	26		2	
5	28		2	
6	28		1	
Other	6	1		

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 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	393

2022-23 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.

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	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	5,280	32	5,248	77,545
District	N/A	N/A	6,131	\$79,395
Percent Difference - School Site and District	N/A	N/A	-15.5	-0.6
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-22.7	-8.7

Fiscal Year 2022-23 Types of Services Funded

Pearblossom receives funding for the following services:

- Title I federal funds to provide ELA and math support for servicing socio-economically disadvantaged students.
- Local Control and Accountability Plan funds (LCAP) provided to assist in meeting vision and goals.

Pearblossom School services include:

- School Psychologist, Occupational Therapy, Specialized Academic Support Services
- School Counseling
- PBIS

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$45,629	\$54,046
Mid-Range Teacher Salary	\$82,240	\$84,515
Highest Teacher Salary	\$104,851	\$110,867
Average Principal Salary (Elementary)	\$126,734	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$191,360	\$217,473
Percent of Budget for Teacher Salaries	27.52%	32.43%
Percent of Budget for Administrative Salaries	4.89%	5.62%

Professional Development

Input from the Professional Development Committee, composed of teachers from different subgroups such as English Learners and Special Education. Based on the review of these measures, the district concentrated on the following areas for professional development for teachers and school staff:

- * English Language Development
- * Learning and Neuroscience
- * Review of school data
- * Science curriculum
- * Inquiry Based Instruction
- * Social Emotional Learning
- * Common core support via iRead, iReady, HMH, and other programs the district utilizes.

The Teacher Support Program provides continual professional development and ongoing support for teachers (mentees) in the Induction Program. Mentees attend regular seminars built around the California Standards of Teaching Profession (CSTP). This Professional Development includes content on classroom management, engagement, assessment, effective learning environments, and instructional planning. This Professional Development is designed to address both just in time solutions to support immediate mentee needs and long term growth outcomes. An Individual Learning Plan is used to record goals and track progress toward goal completion. The Induction Coordinator meets with Mentees periodically to discuss program progress and needed support and also conducts regular observations, providing same day feedback. Mentors meet periodically with the Induction Coordinator for ongoing training in mentoring best practices and Adult Learning Theory.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4 days	4 days	4 days