

# Joshua Hills Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Joshua Hills Elementary School
<b>Street</b>	3030 Fairfield Avenue
<b>City, State, Zip</b>	Palmdale, CA 93550-8300
<b>Phone Number</b>	(661) 265-9992
<b>Principal</b>	Alicia Garcia
<b>Email Address</b>	argarcia@palmdalesd.org
<b>School Website</b>	<a href="https://www.palmdalesd.org/Page/4463">https://www.palmdalesd.org/Page/4463</a>
<b>County-District-School (CDS) Code</b>	19648576106793

## 2022-23 District Contact Information

<b>District Name</b>	Palmdale Elementary School District
<b>Phone Number</b>	661-947-7191
<b>Superintendent</b>	Raul Maldonado
<b>Email Address</b>	DJNardi@palmdalesd.org
<b>District Website Address</b>	<a href="http://www.palmdalesd.org">www.palmdalesd.org</a>

## 2022-23 School Overview

### School Mission

Our mission at Joshua Hills is to ensure student learning by providing high quality instruction in a safe learning environment.

### School Vision

Joshua Hills community will work together in collaboration to establish an environment that will provide our students with meaningful social and academic experiences that will broaden their horizons. The entire community will be dedicated to the development of self-esteem, self-discipline and responsibility in all students so that they are able to connect the knowledge they gain in a way that empowers them and influences their choices throughout their lives.

### School Description

Joshua Hills Elementary, with a current enrollment of 552 students, is located 60 miles north of Los Angeles in the high desert community of Palmdale. Joshua Hills opened its doors in the fall of 1988 as the first school in the Palmdale School District with the footprint architectural design. Active student population includes 495 Hispanic or Latino students and 57 non Hispanic or Latino students, including African American students and non Hispanic or Latino students. Joshua Hills serves students in grades Transitional Kindergarten through 5th Grade. Many special programs serve our diverse population which includes ELL, GATE, and Special Education. After school programs include: Art, Choir, Folklorico, CyberQuest, and Technology Club. We offer one to one technology devices for our students (TK, K, 1 have iPad and 2nd, 3rd, 4th and 5th graders have Chromebooks). The campus has a library, a computer lab, maker space, staff lounge, teacher workroom, 2 student academic intervention classrooms, a parent center, a staff development room, an calming room, and a multi-purpose room. Special Education services are provided by one Resource teacher, a Speech Therapist, three Special Day Class teachers, a student interventionist, a part-time Social Emotional Liaison, and one psychologist. We have Para educators for Special Day, Resource Assistant, and one Speech Assistant. The office staff consists of a Principal, Vice Principal, Secretary, Health Aide, Administrative Clerk, and Parent/Community Liaison. We have a Learning Support Teacher on site, and 5 instructional assistants.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	80
Grade 2	77
Grade 3	96
Grade 4	80
Grade 5	105
Total Enrollment	537

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.9
Asian	0.4
Black or African American	13.6
Filipino	0.2
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.6
White	2.2
English Learners	21.6
Foster Youth	2.4
Homeless	0.0
Migrant	0.4
Socioeconomically Disadvantaged	94.2
Students with Disabilities	16.2



**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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.40	86.66	740.50	82.02	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.50	1.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	26.70	2.97	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.00	8.89	73.80	8.18	12115.80	4.41
<b>Unknown</b>	1.00	4.45	50.10	5.56	18854.30	6.86
<b>Total Teaching Positions</b>	22.40	100.00	902.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	87.67	738.10	81.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.90	1.88	4853.00	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.00	9.23	61.30	6.80	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.60	3.05	58.20	6.46	11953.10	4.28
<b>Unknown</b>	0.00	0.00	27.30	3.03	15831.90	5.67
<b>Total Teaching Positions</b>	21.60	100.00	902.00	100.00	279044.80	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.

### 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	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

### 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	2.00	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	2.00	0.60

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

<b>Year and month in which the data were collected</b>	November 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0

<b>Mathematics</b>	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
<b>Science</b>	K-8: Amplify Science 2020	Yes	0
<b>History-Social Science</b>	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
<b>Foreign Language</b>	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

### School Facility Conditions and Planned Improvements

A priority of Joshua Hills School is to provide a safe, secure, and clean environment for learning. All entrances to the school remain locked during school hours, except the front office. Visitors must check in through the office and register through the RAPTOR system, prior to entering the campus. There are supervised bus load spots before and after school, and crossing guards. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to submit a work order to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition.

#### Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	22	N/A	29	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	18	N/A	14	N/A	33

## 2021-22 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
<b>All Students</b>	286	280	97.90	2.10	21.79
<b>Female</b>	134	131	97.76	2.24	22.90
<b>Male</b>	152	149	98.03	1.97	20.81
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	38	34	89.47	10.53	11.76
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	229	228	99.56	0.44	23.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	11	91.67	8.33	18.18
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	65	64	98.46	1.54	14.06
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	258	254	98.45	1.55	21.26
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	69	64	92.75	7.25	1.56

## 2021-22 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
<b>All Students</b>	285	279	97.89	2.11	17.56
<b>Female</b>	134	131	97.76	2.24	15.27
<b>Male</b>	151	148	98.01	1.99	19.59
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	38	33	86.84	13.16	9.09
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	228	227	99.56	0.44	18.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	12	12	100.00	0.00	16.67
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	65	65	100.00	0.00	6.15
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	258	253	98.06	1.94	16.60
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	69	64	92.75	7.25	1.56

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	10.2	NT	13.34	28.5	29.47

## 2021-22 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
<b>All Students</b>	101	98	97.03	2.97	10.2
<b>Female</b>	44	43	97.73	2.27	11.63
<b>Male</b>	57	55	96.49	3.51	9.09
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	20	17	85	15	11.76
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	73	100	0	10.96
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	25	25	100	0	8
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	92	89	96.74	3.26	8.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	30	90.91	9.09	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	95	95	95	95	95

## 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.

#### 2022-23 Opportunities for Parental Involvement

At Joshua Hills we offer many opportunities to get parents involved. We offer parent workshops such as the Latino Literacy Project and classes by City of Palmdale. The classes are instructed by Joshua Hills Parent Liaison, Assistant Principal, and the community.

Additionally, parents are invited to monthly Coffee with the Principal to hear updates about Joshua Hills. This is also a good opportunity for parents to ask questions and share any concerns. At Joshua Hills we also give parents the opportunity to volunteer inside the classrooms. We also have Parent Conferences, Back-to-School night, and student performances to increase parent involvement. Parents are also included in Joshua Hill's School Site Council, English Language Advisory Committee, Title 1 meetings, African American Parent Advisory Council and Gifted and Talented Advisory Board.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	638	590	125	21.2
Female	304	278	57	20.5
Male	334	312	68	21.8
American Indian or Alaska Native	5	5	2	40.0
Asian	2	2	0	0.0
Black or African American	89	78	11	14.1
Filipino	1	1	0	0.0
Hispanic or Latino	505	474	108	22.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	15	1	6.7
White	18	14	3	21.4
English Learners	138	132	24	18.2
Foster Youth	28	19	0	0.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	596	556	122	21.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	108	101	21	20.8

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.78	4.30	2.45
<b>Expulsions</b>	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.41	0.06	5.41	0.20	3.17
<b>Expulsions</b>	0.00	0.16	0.00	0.11	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.41	0.16
<b>Female</b>	0.99	0.33
<b>Male</b>	1.80	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	5.62	1.12
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.59	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	5.56	0.00
<b>English Learners</b>	0.72	0.00
<b>Foster Youth</b>	3.57	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.34	0.17
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.70	0.00

## 2022-23 School Safety Plan

A Safe School Model exists by incorporating four components:

- 1) Personal Character of Students and Staff
- 2) The School's Physical Environment
- 3) The School's Social Environment
- 4) The School's Cultural Environment

At Joshua Hills School the Disaster Preparedness Plan is updated yearly. Fire and Standard Response Protocol drills are routinely held on a monthly basis. We participate in the district wide Great Shakeout every year. All classrooms have emergency kits. We have monthly safety meetings and monthly safety inspections of playground and equipment. We use the Standard Response Protocol district wide and the CrisisGo app to notify staff of emergencies through each step.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	30		24	
1	36		15	6
2	30		21	
3	28	7	14	
4	24	7	20	1
5	25	7	21	



## 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	21	3	21	
1	29		21	
2	27		21	
3	23	7	21	
4	27	7	21	
5	22	7	21	

## 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	27	3	21	
1	27		13	
2	26		21	
3	20	13	21	
4	20	14	14	
5	26	7	21	
Other	27		8	

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.9
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$10,490	\$775	\$9,715	\$87,749
<b>District</b>	N/A	N/A	\$3,294	\$83,539
<b>Percent Difference - School Site and District</b>	N/A	N/A	98.7	4.9
<b>State</b>	N/A	N/A	\$6,594	\$87,271
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.3	0.5

## 2021-22 Types of Services Funded

Joshua Hill's School is able to provide all students with a rich and balanced curriculum. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), EIA/LEP Funds, After school tutoring and intervention programs, English Learners Program, Special Education, Resource Specialist Program, and Family Involvement Programs. Funds are also used to support professional development for teachers and our Professional Learning Communities (PLC), through which our teachers meet and discuss the needs of our students and plan standards based curriculum and instruction using information from collected data that includes: common formative assessments, district benchmark assessments and state assessments.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$50,652	\$52,641
<b>Mid-Range Teacher Salary</b>	\$80,869	\$83,981
<b>Highest Teacher Salary</b>	\$113,227	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$126,034	\$136,247
<b>Average Principal Salary (Middle)</b>	\$130,843	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$251,125	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Teachers meet within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Training's are also offered during the summer months on content specific and professional areas such as Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth.

Teachers observe other colleagues and professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues through learning walks & instructional rounds.

On-site Professional Development for Lego Robotics and Thinking Maps.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	2	4