Vejar Elementary School

20222 Vejar Road • Walnut CA, 91789 • (909) 594-1434 • Grades K-5
Whitney Prenger, Principal
wprenger@wvusd.k12.ca.us
vejarelementary.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Walnut Valley Unified School District
880 S. Lemon Ave
Walnut , CA 91789
(909) 595-1261
www.wvusd.k12.ca.us

District Governing Board

Larry L. Redinger - President

Layla Abou-Taleb - Vice President

Y. Tony Torng, Ph.D. - Clerk

Cynthia M. Ruiz - Member

Helen M. Hall - Member

District Administration

Dr. Robert P. Taylor
Superintendent

Dr. Matthew L. Witmer
Deputy Superintendent, Educational Services

Dr. Matt Torres
Assistant Superintendent, Business Services

Assistant Superintendent, Human Resources

Principal's Message

Vejar Elementary values every student, every day. Our school community believes that all students can learn and work to provide access and equity for all. Vejar Elementary School's Annual School Accountability Report Card provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Vejar Elementary School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable expectations for students. Vejar Elementary School is proud of its rigorous academic programs, innovative approach to technology, Next Generation Science Standards, art, music, theater, and a strong emphasis on social-emotional well being that actively engages all students and provides a well-rounded educational experience.

Staff, parents, and the community work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

School Profile

Vejar Elementary School is located in the southwestern region of Walnut and serves students in grades Transitional Kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 575 students were enrolled, including 44 students with disabilities, 22% of the student population qualifying for English Language Learner support, and 24% qualifying for free or reduced-price lunch.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	91
Grade 2	84
Grade 3	91
Grade 4	92
Grade 5	104
Total Enrollment	575

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	51.8
Filipino	8.5
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.2
White	6.8
Two or More Races	4.2
Socioeconomically Disadvantaged	24.9
English Learners	22.1
Students with Disabilities	7.7
Foster Youth	0.2
Homeless	0.2

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

Teacher Credentials for Vejar Elementary	17-18	18-19	19-20
With Full Credential	21	22	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Vejar Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum at Vejar Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 18, 2019, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #20-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Houghton Mifflin Company, Houghton Mifflin Math Expressions - 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Brace, Social Science - 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Vejar Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Vejar Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, July 18, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2019-20, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 18, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	69	76	77	50	50
Math	79	77	74	75	38	39

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.2	24.0	33.7

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	283	96.92	68.90
Male	135	128	94.81	65.63
Female	157	155	98.73	71.61
Black or African American	--	--	--	--
Asian	144	137	95.14	74.45
Filipino	28	28	100.00	71.43
Hispanic or Latino	82	82	100.00	64.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	18	90.00	55.56
Two or More Races	14	14	100.00	57.14
Socioeconomically Disadvantaged	82	82	100.00	52.44
English Learners	83	77	92.77	54.55
Students with Disabilities	26	24	92.31	37.50
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	292	287	98.29	76.66
Male	135	132	97.78	78.03
Female	157	155	98.73	75.48
Black or African American	--	--	--	--
Asian	144	141	97.92	87.94
Filipino	28	28	100.00	89.29
Hispanic or Latino	82	82	100.00	59.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	18	90.00	61.11
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	82	82	100.00	57.32
English Learners	83	81	97.59	80.25
Students with Disabilities	26	24	92.31	45.83
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. In addition, they can be a part of the Vejar Community Club, School Site Council, English Learner Advisory Committee at the site or district, Parent Coordinating Council and the Parent Leadership Seminar through Walnut Valley Unified School District.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), Remind app, Facebook, Twitter, We Chat, flyers, school newsletters, and the school website. Contact the school office at (909) 594-1434 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer: Classroom Volunteer, Office Volunteer, Vejar Community Club

Committees: English Learner Advisory Council, School Site Council

Parent Groups: Vejar Community Club

School Activities: Student performances, TK/Kindergarten Orientation, Multicultural Events, Parent Education Evenings, Harvest Festival, Open House, Back to School Night

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Vejar Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff, parent committees and approved in October 2019.

Safety procedures include areas of support and plans for emergencies, student and adult safety, and the well being of Vejar students, staff, and teachers. The plan continues to grow to support updated procedures and processes in alignment with the district, county, and state guidelines.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	958.3

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.8

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		23		5		23		5	
1	26		3		27		3		23		4	
2	27		3		25		3		24		3	
3	26		4		25		4		26		4	
4	34			3	34			3	31		3	
5	24	2		3	34			3	35			3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	111	85

All training and curriculum development activities at Vejar Elementary School revolve around the supporting staff to well being of students both academically and social-emotionally to meet schoolwide goals and objectives. California State Content Standards and Frameworks were used as the foundation of providing research-based professional development. Professional development is offered after school and during the summer with stipends. It is also offered on district-wide student free days and with the help of substitutes on teacher release days. The Elementary Learning Specialist supports teachers with implementation through ongoing coaching and support. Teachers meet with the principal on a regular basis to provide support for the implementation of new concepts.

During the 2019-2020 school year, Vejar Elementary School is devoted to:

- Implementation of the Benchmark Advance ELA textbook
- ELD strategies for integrated and designated support
- Positive Interventions and Support (PBIS)
- Thinking Maps
- Anti Defamation League
- Project GLAD (Guided Language Acquisition Design)
- Google Certification
- Social-Emotional Development and Intelligence
- Grade level articulation
- Vertical articulation
- Restorative Practices for Discipline
- Guided Language Acquisition Development strategies
- Writing Units of Study
- Common Assessment articulation
- Daily 5 Reading strategies

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,680	$51,374
Mid-Range Teacher Salary	$75,410	$80,151
Highest Teacher Salary	$105,160	$100,143
Average Principal Salary (ES)	$121,431	$126,896
Average Principal Salary (MS)	$133,448	$133,668
Average Principal Salary (HS)	$143,102	$143,746
Superintendent Salary	$276,250	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,433	$2,687	$4,745	$72,887
District	N/A	N/A	$7,500	$81,644.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.7	-3.7
School Site/ State	-14.3	5.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title I
- Title II
- Title III
- State Lottery

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).

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.