

# Vallemar Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Vallemar Elementary School
Street	377 Reina del Mar Ave
City, State, Zip	Pacifica, California 94044
Phone Number	(650) 738-6655
Principal	Monica Lobao
Email Address	mlobao@pacificasd.org
Website	<a href="http://pacificasd.org/VES">http://pacificasd.org/VES</a>
County-District-School (CDS) Code	41 68932 6044051

Entity	Contact Information
<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Heather Olsen
<b>Email Address</b>	holsen@pacificasd.org
<b>Website</b>	www.pacificasd.org

### School Description and Mission Statement (School Year 2019-20)

Vallemar School provides an enriching environment that cultivates character, fosters academic excellence, and develops future leaders. Our kindergarten through 8th grade program aims to fulfill the intellectual and academic development of each child in our ever changing world. We strive to help children master skills for continued learning, teach children to reason in a logical and objective manner, challenge each child to develop their full potential, and promote in students a sense of citizenship, community involvement, and personal responsibility. Vallemar develops powerful minds, healthy kids, and enriched lives in our kindergarten through 8th grade program. This is accomplished through an incredible partnership between our dedicated staff, our outstanding parent group, and our community.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	59
<b>Grade 1</b>	61
<b>Grade 2</b>	61
<b>Grade 3</b>	60
<b>Grade 4</b>	39
<b>Grade 5</b>	56
<b>Grade 6</b>	60
<b>Grade 7</b>	63
<b>Grade 8</b>	55
<b>Total Enrollment</b>	514

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	11.1
Filipino	4.5
Hispanic or Latino	23.9
White	41.2
Two or More Races	18.5
Socioeconomically Disadvantaged	16.1
English Learners	12.1
Students with Disabilities	9.5
Foster Youth	0.2
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20.5	19.5	24	130.1
Without Full Credential	.5	2.25	0	3.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics/2016 Board Approved CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Health	Puberty Talk, gr. 5/2016 (Health Connected) Teen Talk gr. 7/2016 (Health Connected) The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 12/20/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	A,B,C,D & Admin build, floor coverings need replacing Carpet, VCT, Ceiling tile, spot repairs being done until work to be completed in upcoming Bond Modernization phase 2020-2021.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	<p>The MPR's mechanical equipment room's access doors and frames are currently taped shut to prevent water penetration. These door and frame should be replaced and made water tight to prevent water intrusion into the building, work to be completed in upcoming Bond Modernization phase 2020-2021.</p> <p>The field of the roofs have isolated areas of topping degradation, alligatoring, exposed felts, blistering, ridging, throughout the A, B and C roofs. These roof membranes require replacement. Patch work being done until Bond Modernization phase, work to be completed in upcoming Bond Modernization phase 2020-2021.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>The asphalt pavement exhibits isolated areas of deterioration, such as alligator cracking, heavy overall surface wear, and localized depressions throughout the drive aisles and parking areas. All of the paving must be overlaid with new asphalt paving in order to maintain the integrity of the overall pavement system. Patch repairs being done until Bond Modernization Phase, work to be completed in upcoming Bond Modernization phase 2020-2021.</p> <p>The stucco has isolated areas of missing stucco along the top of the buildings, it appears to stop just beneath the gutters. During strong wind/rain storms water intrusion occurs at these locations. Maintenance has attempted to spot patch, but a complete removal of gutters and installation of stucco along the top of the buildings wall is required. The missing stucco must be repaired. In addition to these repairs, the exterior walls will require painting, work to be completed in upcoming Bond Modernization phase 2020-2021.</p>
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	68	60	60	50	50
Mathematics (grades 3-8 and 11)	71	69	58	57	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	330	97.63	2.37	67.88
Male	173	169	97.69	2.31	63.91
Female	165	161	97.58	2.42	72.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	38	38	100.00	0.00	68.42
Filipino	14	13	92.86	7.14	92.31
Hispanic or Latino	79	76	96.20	3.80	50.00
Native Hawaiian or Pacific Islander					
White	144	141	97.92	2.08	70.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	62	61	98.39	1.61	77.05
Socioeconomically Disadvantaged	63	60	95.24	4.76	51.67
English Learners	45	42	93.33	6.67	35.71
Students with Disabilities	50	46	92.00	8.00	19.57
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	338	330	97.63	2.37	69.09
Male	173	169	97.69	2.31	66.86
Female	165	161	97.58	2.42	71.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	38	38	100.00	0.00	76.32
Filipino	14	13	92.86	7.14	100.00
Hispanic or Latino	79	76	96.20	3.80	47.37
Native Hawaiian or Pacific Islander					
White	144	141	97.92	2.08	70.21
Two or More Races	62	61	98.39	1.61	81.97
Socioeconomically Disadvantaged	63	60	95.24	4.76	46.67
English Learners	45	42	93.33	6.67	54.76
Students with Disabilities	50	46	92.00	8.00	23.91
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.9	21.4	55.4
7	20.6	19.0	28.6

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.

## 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)

A Vallemar team consisting of administrators, teachers, staff and parents came together for a two day Parent Engagement Learning Institute designed to build the capacity of the school team to develop, implement and evaluate family engagement practices that lead to increased academic outcomes. At the Institute the team learn to align family engagement practices with School Plan for Student Achievement and LCAP goals and priorities and to develop, implement and evaluate family engagement practices as professional learning community. The team meet for follow-up meetings to execute the plan, evaluate their practices and develop additional actions.

Vallemar School has an active PTO, with many parents and teachers participating. The PTO raises between \$70,000 to \$90,000 for the school each year. In addition, parents provide hundreds of hours of volunteer support for school programs, activities, and fund-raisers. We have the "What a Difference a Day Makes" program, encouraging each family to give at least 24 hours of volunteer time a year. We see lots of hands-on involvement, with parents helping in classrooms, on field trips, and in the library. Parents are also included on our School Site Council, English Language Advisory Council, PTO Board, and many of the other PTO positions. Vallemar's VIP (Vallemar's Informational Packet) is the school's newsletter, which we send home electronically every Wednesday. It contains general news about our school, any upcoming events, fund-raisers, and information contributed by individual classrooms. The contact person for this is our principal, Monica Lobao and school secretary, Barbara Fascenda. They can be reached at (650) 738-6655.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	1.1	0.2	1.5	1.5	1.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

We conduct monthly emergency drills and maintain emergency supplies, including food and water. Every year the school also conducts an emergency drill in which the Pacifica police and fire departments often participate. Because the district is located along a major fault line, the drills have focused on safety procedures during and following an earthquake. Drills include evacuating the building, practicing securing the campus, and establishing communication protocols. After each drill, the school evaluates and revises emergency guidelines accordingly. The school grounds are monitored informally by all staff. All visitors must sign in at the front desk in the main office before coming on campus, wear a visitor's badge, and sign out when they leave. We lock the perimeter of the school after drop off so that there is only one main entry point at the front of the school during school hours. As an added precaution, we also encourage teachers to keep their exterior doors locked during the school day. We revise our School Safety Plan in September of every school year, and it is available for review at the school and on the school website. There also is an emergency plan, with action items for all staff clearly outlined. We follow the BIG Five emergency procedures outlined by San Mateo County.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	24		3		22		3		24		3	
1	23		2		24		2		25		2	
2	18	2			25		2		25		2	
3	24		3		24		2		24		3	
4	30		2		30		2		31		1	
5	32		2		32		2		32		2	
6	28		11		31		11		30		12	
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.

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

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3

\*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.

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,423	\$299	\$5,124	\$69,422
District	N/A	N/A	\$7,128	\$67,912.00
Percent Difference - School Site and District	N/A	N/A	-32.7	2.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-29.3	-11.2

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 (Fiscal Year 2018-19)

Centrally provided curriculum specialist and teacher leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Vallemar's Vice Principal of Guidance and Learning works with the teachers to support our unduplicated pupils by helping set up behavior and/or academic interventions to support students academic success. VP, G&L monitors progress and adjusts support as needed. He also keeps track of our chronic absenteeism and works with families to make improvements. He is the facilitator for our school climate and safety committee which works on supporting our school-wide positive climate for all students.

PTO Funded for 2018-19: Supplemental Curriculum, Art Instructor K-8th, Positive School Climate Support, Music Instructor K-2nd, Field Trips, 7-8th Electives, Supplies, Maker Space, Student Agendas, Garden Materials, After School Programs

Site Funded for 2018-19: Release time for Teachers to plan/collaborate/assess, Math Combo Support Aide (District Funded 2018-19), Subs for Combo Teachers to Attend Field Trips, Crossing Guard, School Assistants, Reading Support Intervention, 7th-8th Electives, Homework Club, Website Manager, Supplies, Supplemental Curriculum, Music Instruments, PE/Recess Equipment, Library Supplies and Books, Supplemental PE Instructor for K-5th

#### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,134	\$49,378
Mid-Range Teacher Salary	\$64,973	\$77,190
Highest Teacher Salary	\$86,183	\$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$132,580	\$122,074
Average Principal Salary (Middle)	\$135,813	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$224,835	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	6%

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

### Professional Development (Most Recent Three Years)

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

Pacifica School District has three district wide Professional Development Days. These 3 days have focuses aligned to District wide initiatives which are based on student achievement and school climate data. In 2017-2018, the first district wide PD day was focused on the introduction and implementation of the SEL Framework. The second and third day was a menu of options that included sessions focused on Restorative practices, Readers and Writers workshop, Inclusive Practices, Design Thinking and Behavioral interventions. In 2018-2019, the first district wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second and third day were Site based with focus on school and district wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, DataZone, Restorative Practices, Readers/Writers Workshop and 6-8 Science Adoption. Pacific School District also provides our new teachers and staff each year with Curricular based Professional development including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Assessment.

Vallemar staff attends the three district-wide staff development days. In addition, classes are dismissed early on Wednesdays for onsite staff development. For the last several years, we have focused on professional development on literacy, math, and science training and are now focusing on restorative practices. Our staff continues to participate in staff training, both on and off-campus, to learn about and implement the best practices in all subject areas. Whenever the district adopts new materials, our teachers receive training from experts sent from the publisher as well as the district. We have also received professional development on strategies for creating and maintaining a positive school climate through our PBIS and SEL trainings.