

# Valley Vista 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	Valley Vista Elementary School
Street	730 N. Webster St
City, State, Zip	Petaluma, CA 94952
Phone Number	707-778-4762
Principal	Catina Haugen
Email Address	chaugen@petk12.org
Website	<a href="http://www.valleyvistaelementary.org">www.valleyvistaelementary.org</a>
County-District-School (CDS) Code	49708546051999

Entity	Contact Information
<b>District Name</b>	Petaluma City Elementary School District
<b>Phone Number</b>	(707) 778-4813
<b>Superintendent</b>	Gary Callahan
<b>Email Address</b>	gcallahan@petk12.org
<b>Website</b>	www.petalumacityschools.org

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

The staff and parents of Valley Vista Elementary School are committed to encouraging all children to expand their natural curiosity as we challenge each of them to reach their fullest potential in becoming responsible, fulfilled individuals.

At Valley Vista School, we believe that all children can be happy, active learners who excel within a supportive, nurturing environment. We believe that our task is raising global citizens with competencies in reading, writing, problem solving and flexibility. We encourage curious minds to find alternative paths to success, make connections between lessons and the world and build up one another through friendship and kindness.

Our students understand that their education is devoted to preparing them academically and socially to becoming lifelong learners. Educational expectations are both motivational and challenging, providing students with opportunities for instruction at their individual level. Academic learning is enriched through art, music, physical education, drama, technology, the garden, the library, etc.

The school setting is designed to assure children are safe and secure, both emotionally and physically.

As a staff:

We are dedicated professionals who share resources and value each other. We work together creatively and collaboratively for our students. We are committed problem solvers who are lifelong learners and encourage the same in our students. We celebrate our differences and the diversity within our learning community.

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

Grade Level	Number of Students
<b>Kindergarten</b>	22
<b>Grade 1</b>	36
<b>Grade 2</b>	31
<b>Grade 3</b>	36
<b>Grade 4</b>	38
<b>Grade 5</b>	42
<b>Grade 6</b>	42
<b>Ungraded Elementary</b>	25
<b>Total Enrollment</b>	273

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

Student Group	Percent of Total Enrollment
Black or African American	0.73
American Indian or Alaska Native	1.83
Asian	1.47
Filipino	0
Hispanic or Latino	39.56
Native Hawaiian or Pacific Islander	0
White	50.18
Two or More Races	3.6
Socioeconomically Disadvantaged	48
English Learners	23.8
Students with Disabilities	11
Foster Youth	0
Homeless	1.8

## 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	17	16	15	274
Without Full Credential	0	1	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### 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:** January 2020

Supplementary curriculum includes Handwriting without Tears (handwriting program) for TK-4th grades. We use Freckle math (differentiated online math program) and Lexia (differentiated online phonics/reading program).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders (TK-5) McGraw Hill Study Sync (6)	Yes	0
<b>Mathematics</b>	Everyday Math (EDM) (TK-5) CPM (6)	Yes	0
<b>Science</b>	Twig (TK-5) TCI (6)	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman (K-5) TCI (6)	Yes	0

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

Overall, the school facility is in good repair.

### 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:** July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	46	41	56	56	50	50
<b>Mathematics (grades 3-8 and 11)</b>	34	33	50	52	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
<b>All Students</b>	156	155	99.36	0.64	41.29
<b>Male</b>	82	82	100.00	0.00	25.61
<b>Female</b>	74	73	98.65	1.35	58.90
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	73	98.65	1.35	28.77
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	74	74	100.00	0.00	52.70
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	80	79	98.75	1.25	26.58
<b>English Learners</b>	59	58	98.31	1.69	17.24
<b>Students with Disabilities</b>	34	34	100.00	0.00	8.82
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	156	156	100.00	0.00	32.69
<b>Male</b>	82	82	100.00	0.00	25.61
<b>Female</b>	74	74	100.00	0.00	40.54
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	24.32
<b>Native Hawaiian or Pacific Islander</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	74	74	100.00	0.00	41.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	80	80	100.00	0.00	22.50
English Learners	59	59	100.00	0.00	20.34
Students with Disabilities	34	34	100.00	0.00	8.82
Students Receiving Migrant Education Services	--	--	--	--	--
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	35.9	23.1	2.6

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)

We have both formal and informal parent involvement opportunities at Valley Vista. The PTA, SSC, and ELAC are the formal organizations that weigh in on decisions and programs. Volunteers make many programs available to students that would otherwise not occur. Parents and family members regularly volunteer in classrooms, in the garden, and as coordinators for annual events, such as the Latino Dinner, walkathon, PTA family nights, Dine & Donate Fundraisers, and the Teaching Garden.

For more information on how to become involved, contact the office (707)778-4762. Valley Vista PTA, Site Council, and ELAC meet regularly through the year. Check our website, [valleyvistaelementary.org](http://valleyvistaelementary.org) for specific dates/times.

### 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>	1.2	1.3	2.7	4.1	3.4	3.0	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)

The School Safety Plan is reviewed annually and follows a District plan that includes monthly drills as well as an annual lock down drill. The School Safety Plan includes duties and resources necessary in any emergency. The PTA has a storage shed providing water, food, and emergency supplies for each child. Monthly practice drills are held with staff, which reinforces safety requirements for students and staff alike. We hold an annual professional development afternoon to review basic first aid, emergency shut off locations/procedures, student release protocols, table top emergency scenarios, etc.



## 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	23		2		26		2		24		3	
1	20	2			23		1		22		1	
2	24		2		23		2		25		1	
3	22		2		22		2		25		2	
4	23		2		29		1		26		1	
5	30		1		29		2		28		2	
6	29		2		17	2			20	2		
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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	2.5

\*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	\$8,995.13	\$2,638.65	\$6,356.48	\$76,164

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$1,053.38	\$71,087
Percent Difference - School Site and District	N/A	N/A	143.1	6.9
State	N/A	N/A	\$7,506.64	\$80,680
Percent Difference - School Site and State	N/A	N/A	-16.6	-5.8

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)

Title 1 funds support extra counseling, additional reading intervention for all grades and assistance in both the TK and K classrooms.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,289	\$49,084
Mid-Range Teacher Salary	\$58,449	\$76,091
Highest Teacher Salary	\$83,968	\$95,728
Average Principal Salary (Elementary)	\$106,400	\$118,990
Average Principal Salary (Middle)	\$103,789	\$125,674
Average Principal Salary (High)	\$111,062	\$137,589
Superintendent Salary	\$197,667	\$230,096
Percent of Budget for Teacher Salaries	34.1%	34.62%
Percent of Budget for Administrative Salaries	5.6%	5.61%

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	5	4	4

#### 2019-2020

Four professional development days are built into the work year calendar. We focused on social emotion curriculum for an August PD day with the other focused on diversity, equity and differentiation (a menu of options were provided). Another menu based professional development was provided in October including science materials pilot preparation. School site based PD has included reading intervention, IB training and ELD Roadmap work.

#### 2018-2019

Four (4) professional development days are built into the work year calendar. With recent textbook adoptions, PD has focused on training teachers on new curriculum. At Valley Vista, we've also used PD days to focus on our shift to Primary Years Program with the International Baccalaureate. Teachers are building units of inquiry, drafting a school-wide program of inquiry and generally preparing for this major pedagogical shift. Curriculum trainings were decided by our K-12 Curriculum/Staff Development Committee. IB/PYP Training days at Valley Vista were decided on by staff consensus. Teachers are supported in both areas through early release Wednesday mini-trainings/refreshers, grade level collaboration time and other training opportunities offered by the district.

#### 2017-2018

Professional development days focused on new math curriculum trainings. At the site level, we focused on research, discussion and decision making around becoming an International Baccalaureate PYP School. Curriculum trainings were provided by the publisher. Our IB work included guest speakers, videos, research, discussion and a field trip to visit a nearby IB School.