

Volta Elementary

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	Volta Elementary
Street	24307 West Ingomar Grade
City, State, Zip	Los Banos, CA 93635
Phone Number	(209) 826-2912
Principal	Matthew Thomas
Email Address	mthomas@losbanosusd.k12.ca.us
Website	http://www.losbanosusd.k12.ca.us/ves/
County-District-School (CDS) Code	24 65755 6025571

Entity	Contact Information
District Name	Los Banos Unified School District
Phone Number	(209) 826-3801
Superintendent	Mark Marshall
Email Address	mmarshall@losbanosusd.k12.ca.us
Website	www.losbanosusd.k12.ca.us

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

Volta Elementary School is one of the three remaining original grammar schools that made up the West Side Union School District. The original school was built in 1890. The existing facility was constructed in 1959. The school has five permanent classrooms and seventeen portable classrooms. In addition to the classrooms, the campus has an office, library, cafeteria/kitchen/multi-purpose room, computer lab, and houses two Severely Handicapped Classes which are operated by the Merced County Office of Education. Volta also has a morning and afternoon LBUSD preschool. The school is housed on 6.8 acres and is on a traditional calendar. The rural setting of Volta School, complete with a view of the Western hills, cows across the fence, and a small school population, provides a peaceful, family-like environment for our students and staff. Students learn best when a supportive and enriched learning environment is provided. The Volta staff works cooperatively to deliver instructional programs that are educationally sound, and support our students' social and academic growth.

The Volta Elementary School staff has aligned all instruction to the California Common Core State Standards. Teachers develop pacing calendars, curriculum maps, and lesson plans which are reviewed and revised to meet the academic needs of all students. Teachers meet weekly to review assessment results and to develop action plans to assist students with learning and to provide universal access to the core curriculum. Student Study Team meetings are held to help teachers plan for struggling students. At-risk students are offered intervention services. Many tools are used to measure student academic achievement. Classroom assessments are used to determine initial reading and math levels. Assessment components of the District created Units of Study for reading and math are used to determine progress. Beginning in the 2014-2015 school year, students have been given the Smarter Balanced Assessment to determine mastery of California Common Core State Standards.

Volta Elementary School teachers are observed and evaluated by the principal on a regular basis. Tenured teachers are evaluated every two years. Non –tenured teachers are evaluated each year. The evaluation process follows a District adopted timeline and aligns to the California Standards for the Teaching Profession. Individual teachers and the principal collaborate to discuss and set improvement goals.

Volta teachers have been focused on teaching the standards, assessing student progress, analyzing data, and adjusting instruction as needed. Volta students have been focused on working diligently to learn grade level standards. An intervention class has been established to provide specific and intense instruction and support for students struggling to learn to read.

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	61
Grade 2	82
Grade 3	70
Grade 4	57
Grade 5	62
Grade 6	67
Total Enrollment	471

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	1.9
Filipino	1.5
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.4
White	22.5
Two or More Races	0.2
Socioeconomically Disadvantaged	65.4
English Learners	24
Students with Disabilities	8.9
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	15	28	17	447
Without Full Credential	2	3	5	48
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: September 12, 2019

Students at Volta have access to the adopted instructional materials in core subjects. In grades k-2, teachers are beginning to use the Fountes and Pinnell Classroom as supplemental materials in ELA. In grades 3-6, teachers use SNAP! Reading as a supplement in ELA.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Houghton Mifflin Reading: Medallion Ed, 2010 (K-6) - 06/2010 ELD - Houghton Mifflin Reading: Medallion Ed English Language Development, 2010, (K-6) - 06/2010	Yes	0
Mathematics	Macmillan /McGraw Hill, CA Mathematics, CA Ed 2007 (K-6) - 12/2008 Houthon Mifflin Harcourt, Go Math National, 2012 (K-1) - 6/2013	Yes	0
Science	Macmillan/MGraw Hill, California Science 2008 (K-6) - 5/2007	Yes	0
History-Social Science	Pearson Scott Foresman, History Social Science for California, 2006 (K-5) - 05/2006 Holt, Rinehart & Winston, Ancient Civilization 2006 (6th gr) - 5/2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Volta remains in overall good repair. The major concern on campus is replacing window coverings throughout the campus. This is also a major issue that was brought up by the Merced County Sheriff's Department to help with safety and security in the event of a lockdown. Volta custodians work closely with the LBUSD FOT department to quickly repair any issues that happen throughout the year. New this year are three brand new classrooms, one of which is being occupied this year. These additions are all 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: September 26, 2019

System Inspected	Rating	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	Room 1: Damage to exterior structural wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Window coverings in several classrooms need to be replaced: Rooms 7, 8, 9, 10, 11, 14, 20, 22, 23, 29 Room 24: Door is difficult to close.
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 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)	46	49	38	39	50	50
Mathematics (grades 3-8 and 11)	34	43	23	26	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	253	253	100.00	0.00	49.01
Male	126	126	100.00	0.00	48.41
Female	127	127	100.00	0.00	49.61
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100.00	0.00	49.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	65	100.00	0.00	44.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	160	100.00	0.00	38.75
English Learners	97	97	100.00	0.00	46.39
Students with Disabilities	32	32	100.00	0.00	9.38
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	253	253	100.00	0.00	43.48
Male	126	126	100.00	0.00	46.03
Female	127	127	100.00	0.00	40.94
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	177	177	100.00	0.00	41.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	65	100.00	0.00	46.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	160	160	100.00	0.00	33.75
English Learners	97	97	100.00	0.00	38.14
Students with Disabilities	32	32	100.00	0.00	12.50
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	22.0	22.0	6.8

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)

There are many opportunities for parents and community members to become involved in the Volta School Community. The Volta Family Club, School Site Council, Back-to-School Night, Open House, Family Club fundraising activities, Awards Assemblies, Flag Ceremonies, and classroom volunteering, are all activities that enable parents and community members to become directly involved in the workings of the school.

In the 2018-19 school year, Volta began offering classes to parents through the Parenting Partners program, and this continued into the 2019-10 school year. This program will be hosted on the Volta campus 8 Thursday mornings in the Fall and early Spring.

Parents wishing to volunteer should follow the LBUUSD Volunteer Policy. The first step is to visit the main office at Volta and pick up a packet from Laurie Sadler, Administrative Assistant. Upon completion of the packet, the principal and district office will review the packet. If approved, the volunteer will need to be finger printed have a clear TB test, and complete mandated reporter training.

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
Suspensions	2.6	1.6	0.8	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Volta staff is committed to the safety and well-being of our students. The School Safety Committee meets to discuss areas of concern and to direct corrective action. Three full-time custodians work to maintain the cleanliness and safety of classrooms, common buildings, the playground, and playground equipment. The campus is also serviced by the District grounds and maintenance crews. School vandalism and crime are reported monthly to the District Office. Fortunately, there is little to report. A comprehensive School Site Safety Plan has been developed for Volta School that meets or exceeds state standards for child safety and protection. This plan was reviewed and updated in November 2019. Input was collected from the Merced County Sheriff's Department. It was discussed with staff and School Site Council members at the beginning of school staff meeting and the November Site Council meeting. Student discipline issues are minimal and are handled according to the site discipline plan. The School Plan for Student Achievement is available at the school office.

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	30		2		27		2		24		3	
1	27		2		28		2		20	2	1	
2	30		2		27		2		27		3	
3	28		2		30		2		23		3	
4	31		2		29		2		29		2	
5	33			2	31		2		31		2	
6	30		2		32		2		34			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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.0

*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.

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	8,190	1,347	6,843	81,616

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	9,524	70,071
Percent Difference - School Site and District	N/A	N/A	-32.8	15.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-9.2	-0.5

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)

Programs and supplemental services provided that are funded through categorical sources include instructional assistants in grades K-2, Rosetta Stone, READ180 intervention, System 44 intervention, Leveled Literacy Intervention, Accelerated Reader, IXL Language Arts and Math, and SNAP Close Reading Portfolios and Structured Guided Reading. We have one full time Intervention Support Instructor that provides reading intervention to identified students in 1st, 2nd and 3rd grade.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$51,374
Mid-Range Teacher Salary	\$	\$80,151
Highest Teacher Salary	\$	\$100,143
Average Principal Salary (Elementary)	\$	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$	\$143,746
Superintendent Salary	\$	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	3	3	2

In addition to the two full-day professional development days, all certificated staff members and instructional assistants at Volta School improve their teaching skills by participating in professional development workshops throughout the year. On campus, professional development is sometimes provided during weekly collaboration meetings. Once a month, teachers meet with the Volta Math coach to improve Math instruction and incorporate discourse into all disciplines. Teachers also have the opportunity to participate in trainings provided by the District, and to attend outside conferences and trainings. Current professional development topics include Rigorous Curriculum Design Units for Language Arts and Math, close reading and writing strategies for grades 2-6.