

# Valley Center 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	Valley Center Elementary
Street	28751 Cole Grade Rd.
City, State, Zip	Valley Center, Ca, 92082-6575
Phone Number	760-749-1631
Principal	Stephanie McEntire, Administrator
Email Address	mcentire.st@vcpusd.org
Website	<a href="http://vceus.vcpusd.net/">http://vceus.vcpusd.net/</a>
County-District-School (CDS) Code	37756146112494

Entity	Contact Information
District Name	Valley Center-Pauma Unified
Phone Number	760-749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

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

At Valley Center Elementary School we believe in putting students first and that kindness matters for all. With this philosophy, we strive to maintain a student-centered culture by developing connections with our students, families, and community partners. We serve just over 500 students in grades third through fifth and offer both English Only and Dual Language classes. We offer Special Education classes ranging from mild-moderate to moderate-severe. Community within our school walls and beyond is the heart of our school. The strength of our community and wholehearted passion to make our school a wonderful place for learning makes Valley Center Elementary School truly a special place. It is our goal to ensure our students are meeting academic standards, are engaged in learning, and developing the social emotional skills that will help them to become successful adults.

Community of Kindness is a hallmark of our campus. Student ambassadors work together to create monthly schoolwide character education lessons for our students. These lessons focus on empathy, being an upstander, anti-bullying messages, and more. Our schoolwide Kindness club meets during lunch to plan activities to spread kindness around campus. They focus primarily on the “Power of One” and random acts of kindness. Our Teacher Parent Club also supports these clubs in various ways, including providing opportunities for student assemblies, such as Ned’s Mindset Mission which teaches students to Never give up, Encourage others, and to Do their best.

We have a number of community partnerships to support our school and students. Our local high schools sends leadership students to our school to model for our students inclusion and good sportsmanship. For the past two years, our school has partnered with our community to create a thriving volunteer reading program. The program kicks off every September and provides reading buddies to students who need additional support to reach grade-level reading standards. This program offers the community an opportunity to give back to our students and the students love reading with their assigned buddy. In addition to our reading volunteers, our staff works closely with our American Indian Education Centers to develop programs that support the individual learning needs of our students. This reciprocal relationship supports our students and helps to build cultural awareness and understanding for our staff. Parental involvement is key to our students' success and volunteers are welcome on campus. Our staff works diligently to communicate and partner with our parents with continual progress updates and suggestions on how they can support their child at home.

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

Grade Level	Number of Students
Grade 3	173
Grade 4	172
Grade 5	171
Total Enrollment	516

## 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	8.3
Asian	1.6
Hispanic or Latino	54.3
White	28.7
Two or More Races	6.4
Socioeconomically Disadvantaged	52.5
English Learners	32
Students with Disabilities	18.6
Foster Youth	0.2
Homeless	1.7

## 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	26	25	25	197
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	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: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Advanced, Published by Benchmark Education, Spring 2017 Adelante, Published by Benchmark Education, Spring 2017	Yes	0.0 %
<b>Mathematics</b>	Eureka Mathematics, Published by Great Minds, Spring 2018	Yes	0.0 %
<b>Science</b>	California Science, Published by Mac Millian-Mc Graw Hill June 2007	Yes	0.0 %
<b>History-Social Science</b>	California Vistas, Published by Mc Graw Hill Spring 2006 "California Communities" 3rd grade "Our Golden State" 4th grade "Making a New Nation" 5th grade	Yes	0.0 %

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

Our most recent inspection resulted in a rating of Exemplary with a score of 99.43%.

### 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: August 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	One room had a burned out light.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Sink has a leak. Lounge Cabinets and sinks replaced.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	40 year old roof.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repair: asphalt cracks and broken tetherball pole. (note: asphalt repaired in October of 2019)
<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>	39	40	41	39	50	50
<b>Mathematics (grades 3-8 and 11)</b>	22	31	23	24	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>	487	477	97.95	2.05	39.83
<b>Male</b>	257	251	97.67	2.33	37.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	230	226	98.26	1.74	42.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	40	39	97.50	2.50	17.95
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	265	260	98.11	1.89	27.31
Native Hawaiian or Pacific Islander					
White	141	139	98.58	1.42	60.43
Two or More Races	28	27	96.43	3.57	66.67
Socioeconomically Disadvantaged	273	268	98.17	1.83	27.99
English Learners	177	174	98.31	1.69	20.69
Students with Disabilities	81	79	97.53	2.47	15.19
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	16.00

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	487	479	98.36	1.64	30.90
Male	257	252	98.05	1.95	31.75
Female	230	227	98.70	1.30	29.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native	40	39	97.50	2.50	17.95
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	265	262	98.87	1.13	19.85
Native Hawaiian or Pacific Islander					
White	141	139	98.58	1.42	46.76
Two or More Races	28	27	96.43	3.57	59.26
Socioeconomically Disadvantaged	273	270	98.90	1.10	20.74
English Learners	177	176	99.44	0.56	17.05
Students with Disabilities	81	79	97.53	2.47	11.39
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69

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	16.2	25.0	16.9

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)

Parents are welcome on campus as partners in their child's education. School volunteers go through an annual screening process to ensure the safety of all our students. Parents help around school in a variety of ways. They help with projects, read with students, volunteer in our FAVE art program, chaperone on field trips, help run school events, and more. We encourage parents to attend School Site Council and ELAC advisory groups, as well as join our Teacher Parent Club(TPC). Annually we offer a parent survey to collect parent input about our school and programs. Parent input is desired and welcome.

### 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>	3.3	0.0	2.5	4.5	2.5	5.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

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

Our safety plan was revised and updated November 2018 and approved by our School Site Council. We are in the process of updating and submitting the safety plan for the 19-20 school year, to be approved by December of 2019. Our site safety plan indicates the roles staff will take in the event of an emergency (Incident Command). It details our evacuation routes, student gathering areas, and resources. Various scenarios are reviewed by emergency type. Our staff had the opportunity to be trained by a San Diego County Sheriff deputy on Armed Intruder responses in December of 2018 and we continue to train our staff with the Options-Based method during the 19-20 school year. The staff runs regular drills to ensure we improve our process and always learn how to be more efficient with each exercise.



## 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+
3	21	1	7		20	2	6		23	1	6	
4	28		5	2	30		5		27	1	2	3
5	31	2	6	2	30	2	7	2	32	1	3	4
Other**									11	1		

\*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*	516.0

\*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	2.0
Other	1.0

\*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	\$11377.0	\$3035.0	\$8342.0	\$76312.0
District	N/A	N/A	\$8788.00	\$79,060.0
Percent Difference - School Site and District	N/A	N/A	-5.2	
State	N/A	N/A	4690.0	63,037
Percent Difference - School Site and State	N/A	N/A	56.0	19.1

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)

Valley Center Elementary School received categorical funding and services from the following federal and state programs: Title 1 Supplemental Reading Program, Title II Staff Development, Title III Second Language Learner Assistance, Title VI Indian Education, Migrant Education, Special Education, PAR (Peer Assistance Review ).

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,980	\$46,208
Mid-Range Teacher Salary	\$82,682	\$72,218
Highest Teacher Salary	\$98,732	\$92,742
Average Principal Salary (Elementary)	\$118,677	\$134,864
Average Principal Salary (Middle)	\$130,261	\$118,220
Average Principal Salary (High)	\$145,130	\$127,356
Superintendent Salary	\$207,567	\$186,823
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	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	6	6	6

The district provides annually to all teachers professional development in core subject areas and standards-based instruction. Teachers attend conferences and workshops throughout the year in accordance with their grade level or specialty. Recently, staff have been trained in our new curriculums (both math and ELA), math mindset, growth mindset, oracy, ELD, and more. Professional development focuses on improving instructional practices, understanding our curriculum, and creating balanced literacy programs. The district is in its second year of iPD, individualized professional development offered on topics such as Integrated ELD, Social Emotional Learning, RTI, Empower Mathematical Intuition, and more.