

# Valle Vista Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Valle Vista Elementary School
<b>Street</b>	1966 Flint Ave.
<b>City, State, Zip</b>	San Jose
<b>Phone Number</b>	408-238-3525
<b>Principal</b>	Gilbert Rodriguez
<b>Email Address</b>	girodriguez@mpesd.org
<b>School Website</b>	<a href="https://www.mpesd.org/Domain/12">https://www.mpesd.org/Domain/12</a>
<b>County-District-School (CDS) Code</b>	California

## 2022-23 District Contact Information

<b>District Name</b>	Mt. Pleasant Elementary School District
<b>Phone Number</b>	(408) 223-3710
<b>Superintendent</b>	Dr. Elida MacArthur
<b>Email Address</b>	emacarthur@mpesd.org
<b>District Website Address</b>	www.mpesd.org

## 2022-23 School Overview

Valle Vista Elementary, a school situated at the base of the eastern foothills of San Jose, offers an exciting and relevant Common Core-based curriculum in a culturally diverse learning environment. During the 2021-2022 school year it was decided by School Consolidation committee that Valle Vista would share a campus with Ida Jew Academy located at 1966 Flint Ave. San Jose, CA 95148.

Valle Vista serves kindergarten through fifth grade General Education students, as well as transitional kindergarten through fifth grade Special Education students. Our dedicated staff includes one principal, one secretary, 10 general education teachers, 3 special education teachers, and one resource teacher. In addition, the district provides a part-time psychologist, health clerk, speech therapist, adaptive PE teacher, and family case manager. The support staff includes our noon duties, food services workers, two custodians, and 9 instructional assistants. The paraprofessionals are assigned as follows: 6 Special Day Class aides and 1 Resource aide.

**Our Mission:** We are committed to developing lifelong learners who strive to reach their personal best in a diverse and changing world.

As we transition back to in-person instruction, Valle Vista follows the COVID-19 protocols to make sure our staff and students are safe. We are adjusting to the demands of our students learning and providing our staff virtual professional development that supports the most newest curriculum adoption and their well being. Since distance learning, our students have one to one technology, which consist of either Chromebooks and iPads.

**Curriculum and Instruction:** Our qualified and dedicated teachers continue to inspire students through focused instruction based on the district adopted curriculum and the Common Core State Standards. Report Cards are provided to parents three times a year. Standardized test results will resume this year and will be provided to parents in the summer. Student assessment data is gathered every year using standardized test results and local interim assessments.

Over the past three years, Valle Vista has explored and refined the idea of adopting an art integration theme. This investigative process was facilitated by the Art Integration Committee which consists of representatives from administration, staff, students, and the Santa Clara County Office of Education VAPA Coordinator. We had pause during distance learning and trying to resume this school year.

## 2022-23 School Overview

**Response to Intervention:** We identify students at risk through our RTI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, family case manager, psychologist, and principal. We work to analyze each student's individual needs with input from all stakeholders and then create a plan to help the student succeed. Our protocol is to set a follow-up meeting to determine the outcome of our plan and strategize the next steps.

**After School Program:** We have the Mount Pleasant After School (MPAS) program that serves over 100 students from dismissal to 6 p.m. in grades kindergarten to fifth grade. This program provides a homework club, physical activities, arts, and enrichment programs.

**School Behavior Support:** We are proud of our school and our commitment to quality education. We have high expectations and believe that all children can learn. Through the PBIS/BEST Framework, we offer students behavior support that is positive, research-based, and restorative in practice. It is founded in the 3B's: Be Responsible, Be Respect and Be Safe. We celebrate student achievement and progress. We have our Valle Vista Monthly Awards to acknowledge excellence and growth. Also, we have monthly BEST Incentives, where all students participate in a variety of fun and exciting activities. We have a part-time counselor and a part-time family case manager to support our students and families. Through attendance incentives, both classroom and school-wide, we strive to promote positive student attendance. We focus on making our school a positive learning environment to set the foundation for student achievement.

We are committed to developing lifelong learners who strive to reach their personal best in a diverse and changing world.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	38
Grade 2	33
Grade 3	48
Grade 4	43
Grade 5	46
<b>Total Enrollment</b>	<b>242</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	56.2
American Indian or Alaska Native	1.2
Asian	29.8
Black or African American	4.5
Filipino	0.0
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	2.9
White	4.5
English Learners	32.6
Foster Youth	0.4
Homeless	0.4
Migrant	1.2
Socioeconomically Disadvantaged	56.6
Students with Disabilities	16.1

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.90	93.33	76.10	86.91	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.14	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.10	0.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.20	0.23	12115.80	4.41
<b>Unknown</b>	1.00	6.67	10.10	11.56	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	87.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.40	95.83	75.90	94.96	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.25	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.10	0.20	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.20	0.25	11953.10	4.28
<b>Unknown</b>	0.50	4.17	2.60	3.33	15831.90	5.67
<b>Total Teaching Positions</b>	11.90	100.00	79.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions. The district adopted Amplify to ensure our students have access to the he Next Generation Science Standards .

At the beginning of the 2022-2023 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	EL Education for grades 3-5th, adopted 2017 Benchmark Advanced for K-2, adopted Spring 2019	Yes	0
<b>Mathematics</b>	Eureka Great Minds for K-5, adopted 2016	Yes	0
<b>Science</b>	Amplify Science, Spring 2021	Yes	0
<b>History-Social Science</b>	American Legacy - California: Studies Weekly, adopted Spring 2021	Yes	0

### School Facility Conditions and Planned Improvements

Valle Vista is an open learning space school. Each pod is divided into five classroom spaces. In addition, there is a preschool pod and a separate set of special day classrooms in four portable building units, each with two classrooms. The open learning space configuration provides a wonderful opportunity for differentiation of student learning and for teacher teaming and collaboration. Each pod has access to mobile computer carts with Chromebooks or Apple iPads. The school is wired with wifi access points to allow for internet access. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have five separate play areas. Four cameras were installed in the school building (office, library, cafeteria, and A pod hall to monitor the lab) to increase safety. Fencing, interior railing, and interior and exterior lighting contribute to our safe environment. The students, staff, and parents are dedicated to maintaining a clean, safe, attractive, and efficient learning environment. New playground structures were added in July 2011. With the passing of Measure L, it's projected for Valle Vista to have repaving and striping of the front parking lot, repairing the roof, and new hardware throughout the school for all the doors. The interior of the school was renovated during the summer of 2014. In 2017, new outdoor lighting was installed. The inside lighting and flooring in the cafeteria were replaced in the summer of 2018. Student restrooms were renovated in the summer of 2020.

**Year and month of the most recent FIT report** 2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			New Roof Summer 2022
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	44	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	41	N/A	22	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	138	136	98.55	1.45	44.12
<b>Female</b>	63	63	100.00	0.00	46.03
<b>Male</b>	75	73	97.33	2.67	42.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	42	42	100.00	0.00	76.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	70	69	98.57	1.43	26.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	46	45	97.83	2.17	28.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	82	80	97.56	2.44	36.25
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	23	95.83	4.17	8.70

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	138	135	97.83	2.17	41.48
<b>Female</b>	63	62	98.41	1.59	38.71
<b>Male</b>	75	73	97.33	2.67	43.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	42	42	100.00	0.00	76.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	70	68	97.14	2.86	19.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	46	44	95.65	4.35	27.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	82	79	96.34	3.66	31.65
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	22	91.67	8.33	9.09

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	31.82	NT	18.92	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	45	44	97.78	2.22	31.82
<b>Female</b>	22	22	100	0	36.36
<b>Male</b>	23	22	95.65	4.35	27.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100	0	58.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	23	100	0	21.74
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	11	11	100	0	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	23	95.83	4.17	30.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Contact Person: Angelique Alvarez (PTA President) and Oyncha Threadgill (SSC Chairperson)  
Contact Phone No. 408.238.3525

Valle Vista appreciates the work of our parent volunteers. Programs or organized activities are available for parental involvement. A multitude of opportunities are available for community and parental involvement at Valle Vista:

Programs and organized activities/resources available for parental involvement are outlined below:

Parents are an integral part of our Ida Jew Academy Valle Vista school community, and are welcomed as part of our partnership as an inclusive school model. Ida Jew Academy strongly encourages parents and guardians to volunteer and be involved in their children's education. The Student Advisor is the Parent Volunteer Coordinator who is supported by both the PTA President and SSC Chair that work to support parent involvement and school community engagement.

Stakeholder parental involvement engagement/ input includes school site groups Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC) that each provide feedback and ongoing communication. All school meetings are open to the public and include translation services in support of parent input/ understanding.

- Parent Teacher Association (PTA) meets the fourth Wednesday every other month at 6:00pm via Zoom. PTA provides various activities for school wide distributions such as arts and crafts activities at home.
- The School Site Council (SSC) meets the third Monday of each month at 3:00pm via Zoom.
- Parents of students who are identified as English Learners are invited to attend English Language Advisory Committee (ELAC) Council meetings.

Additional Parental Involvement Engagement Opportunities/ Resources:

- Open House and Back to School Night are virtual events that are open to the community each year and are valuable opportunities to be informed of the year's path and progress.
- Parent-teacher conferences are scheduled twice a year once in the Fall and once in the Spring.

## 2022-23 Opportunities for Parental Involvement

- Coffee with the Principal: Many parents attend the monthly "Coffee with the Principal" meetings via Zoom hosted by Mr. Gilbert Rodriguez. These are great platforms for becoming informed about upcoming events and great opportunities to ask questions, voice concerns, and hear from other parents and families.
- School Community Connection Newsletter: is shared bi-weekly via the school website and social media platforms in support of communication and notification of school events or support resources with in the school community.
- School Website: Updated with relevant and new information to provide parents an area of resource of the school.
- Social Media Engagement via the schools facebook page is also an area that parents can communicate and receive communication shared by the school.
- Mindfulness for Parents: Provided by Mindful Life Project workshops geared in support of parents during the school year to provide opportunities to engage in mindfulness
- Parent Wellness Survey is provided to parents to complete quarterly to gather input on the needs of parents as related to resource needs and COVID-19 support.
- Parent Academic Fair supported with MPESD.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	253	86	34.0
Female	118	115	39	33.9
Male	142	138	47	34.1
American Indian or Alaska Native	3	3	1	33.3
Asian	80	76	8	10.5
Black or African American	13	13	3	23.1
Filipino	0	0	0	0.0
Hispanic or Latino	133	130	60	46.2
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	7	7	5	71.4
White	12	12	3	25.0
English Learners	88	84	30	35.7
Foster Youth	3	3	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	157	154	63	40.9
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	48	47	25	53.2

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.90	2.61	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.38	0.00	2.15	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07



## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38	0.00
Female	0.00	0.00
Male	0.70	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	0.00

## 2022-23 School Safety Plan

Valle Vista provides a safe and engaging learning environment. The district has a comprehensive Safe School Plan, adopted by the School Board, which contains goals for school safety and school climate. There are standardized emergency procedures that all staff are to follow in the event of an emergency. Emergency drills are held to ensure students know and can use safety procedures in case of a fire or earthquake. Lockdown drills, where students practice what to do in case of an intruder on campus, are held to practice safety protocols. The staff goes through drills to practice and evaluate performance. In addition, the district installed a 180-degree camera for safety. Fencing and gates limit the access of vehicles to the back areas of the school. Three cameras were installed in the front office, cafeteria, and library for added security. The facility is surveyed daily for any safety concerns including graffiti. Issues are promptly resolved. All visitors are required to enter the building through the front door, sign in and wear a visitor's pass. No one can pick up a child unless their name is on the emergency card and the person shows a picture ID.

Valle Vista implements Positive Behavior Intervention Support (PBIS), the BEST Protocols (3B's), and Social and Emotional Learning (SEL). Monthly awards assemblies highlight and honor students who demonstrate the 3 B's: Be Safe, Be Respectful, and Be Responsible. Our team of an administrator, along with select classroom teachers and classified staff, are on our BEST Committee and attend meetings to plan for our school. The BEST team also meets at the district level, to collaborate with other schools.

Our staff has worked together to define school-wide expectations- be respectful, be responsible, and be safe. Together we have agreed upon common language to use and have directly taught our students what these expectations are and what they look like for all areas of the school. As a site, we hold BEST Incentives, where students can participate in a variety of activities designed to encourage appropriate behavior. Our district continues to receive ongoing training in the Best Behavior Program, as well as SEL, to support a positive behavior program that provides intervention techniques based on research. We seek to observe where incidents and implement strategies to appropriately address them. We also have Student Success Team meetings with the administrator, parent, and classroom teacher to plan and initiate individual student supports. We have an after-school program to provide additional supervision and support for our students. The Mt. Pleasant After-school Program

## 2022-23 School Safety Plan

(MPAS) enrolls approximately 100 students. This program provides a homework center, intervention, enrichment activities, art and music, as well as, sports programs.

Comprehensive Safe School Plan was last reviewed with the committee on 01/30/2023.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	4		
1	13	2	2	
2	13	2	2	
3	16	1	2	
4	19	1	2	
5	21	1	2	

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3	1	
1	12	3	1	
2	12	2	2	
3	16	1	2	
4	17	1	2	
5	18	1	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	4	1	
1	10	4		
2	11	2	1	
3	16	1	2	
4	14	2	1	
5	15	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.7

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,943	\$6,037	\$9,905	\$91,101
District	N/A	N/A	\$10,062	\$86,302
Percent Difference - School Site and District	N/A	N/A	-1.6	5.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	40.1	7.4

## 2021-22 Types of Services Funded

- \*MPAS- Mt. Pleasant After School Program
- \*Bay Area Tutors
- \*Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention
- \*Virtual Summer School-SVEF (incoming 3rd through 8th grade)

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,766	\$51,591
Mid-Range Teacher Salary	\$82,701	\$79,620
Highest Teacher Salary	\$115,745	\$104,866
Average Principal Salary (Elementary)	\$141,195	\$131,473
Average Principal Salary (Middle)	\$142,510	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$190,000	\$205,661
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	6%

## Professional Development

The Mt. Pleasant School District has consistently focused its staff development efforts to address the needs of the students and teachers to increase student achievement. Below are examples of the professional development that the district and schools have provided in the past three years:

2019-2020

August 15 -16:

## Professional Development

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and school wide.

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

2020-2021

Teachers in grades K-8 were trained on Canvas by the Krause Center for Innovation and by our District Instructional Technology Leadership Cohort on the dates below:

August 13, 14, 25, 27 - Creating Canvas Account, Making Pages, Homepage, Assignments & Announcements

September 17, 24 - Review PD's on Making Pages, Homepage, Assignments & Announcements

October 1, 8, 15 - Modules, Quizzes, Canvas Review, & Big Blue Button

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):  
September 22, October 7, December 2, February 24, March 24 & May 26

East Side Alliance Impact Meetings (TK - 8th grade):  
December 8, April 12 & June 9

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):  
November 10, December 15, January 26, April 14 & May 5

Nearpod

All certificated staff received training on Nearpod on October 29, 2020, and January 7, 2021.

Sports for Learning - PE & SEL

All certificated staff received training on Sports for Learning on January 14, 2021.

Edcite

Third through 8th-grade teachers received training on Edcite on November 5, 2020.

Language Dives

All certificated teachers received training on creating language dives by EL Curriculum Staff and District Language Dive Cohort Members on January 4, 2021.

Circled Up

All certificated and classified staff received training on diversity, equity, inclusion, and belonging from Circled Up on January 4, 2021.

2021-2022

August 6, 2021 - SEL with Ronnie for Management

August 13, 2021 - Instructional Technology: Canvas, Powerschool, Newsela, Nearpod

August 16, 2021 - Amplify Science, Crew (SEL)/DEIB Toolkit

## Professional Development

August 17, 2021 - Benchmark Advance ELA TK-2, Language Dives 3-8, DEIB, Math, School 2 Home

September 2, 2021 - Benchmark dORR optional for TK -2

October 14, 2021 - Learning A-Z for TK -5

October 21, 2021 - Edcite 3-5

January 3, 2022 - Benchmark Advance Phonics TK-2, Crew Support 3-8, Social Media and Empathy Workshop for non-Science Teachers, Amplify Science for TK-8

Circle Up - Management, Certificated Staff received training on diversity, equity, inclusion, and belonging.

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):  
November 9, December 7, January 25 , April 12 & May 10

During the 2022-2023 School year the following was provided:

Management PD topics and dates:  
ELD and ELPAC Workshop with SCCOE on August 30, 2022

Management and Teachers PD topics and dates:  
July 15-17, 2022  
AVID Summer Institute for RS and AB teachers

August 15, 2022  
Mandated Reporting  
Grade TK teachers on Desired Results Developmental Profile  
Grades K-8 teachers on i-Ready Getting Good Data  
Grades TK-2 teachers on Early Literacy/Best Practices/Dyslexia/Science of Reading  
Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)  
Grades TK-8 on Crew (Modeling, Participating, and Planning)

October 10, 2022  
Grades K-8 i-Ready Using Data to Plan for Instruction

November 3, 2022  
Grades K-2 Benchmark Advance ELD/Charting ELD Standards  
Grades 3-5 Language Dives

January 9, 2022  
Grades K-8 i-Ready Toolkit  
Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

Classified Staff  
Here are the professional developments we've had for our classified staff for the 2022-2023 school year.

August 15, 2022  
Mandated Reporting  
Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)

January 9, 2022  
Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3