

Vallemar Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Vallemar Elementary School
Street	377 Reina del Mar Ave
City, State, Zip	Pacifica, California 94044
Phone Number	(650) 738-6655
Principal	Monica Lobao
E-mail Address	mlobao@pacificasd.org
Web Site	http://pacificasd.org/VES
CDS Code	41 68932 6044051

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Heather Olsen
E-mail Address	holsen@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2018-19)

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	55
Grade 1	60
Grade 2	58
Grade 3	40
Grade 4	60
Grade 5	64
Grade 6	63
Grade 7	55
Grade 8	60
Total Enrollment	515

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	9.5
Filipino	4.9
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.0
White	43.5
Socioeconomically Disadvantaged	17.7
English Learners	8.3
Students with Disabilities	8.2
Foster Youth	0.2

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21.5	20.5	19.5	128.96
Without Full Credential	.5	.5	2.25	10.05
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project/2012 Board Approved Houghton Mifflin, A Legacy of Literacy (K-5)/2003 Prentice Hall, Timeless Voices, Timeless Themes (6-8)/2002	Yes	0
Mathematics	Bridges in Mathematics/2016 Board Approved CPM Core Connections (6-8)/2014	Yes	0
Science	FOSS California Edition (K-5)/2007 CPO Focus on Science, Earth Science (6), Life Science (7), Physical Science (8)/2007	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Health	Puberty Talk, gr. 5/2016 (Health Connected) Teen Talk gr. 7/2016 (Health Connected) The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
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	Fair	<p>The MPR's mechanical equipment room's access doors and frames are currently taped shut to prevent water penetration. These door and frame should be replaced and made water tight to prevent water intrusion into the building.</p> <p>The field of the roofs have isolated areas of topping degradation, alligatoring, exposed felts, blistering, ridging, throughout the A, B and C roofs. These roof membranes require replacement.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>Repairs to irrigation system on upper back field.</p> <p>The asphalt pavement exhibits isolated areas of deterioration, such as alligator cracking, heavy overall surface wear, and localized depressions throughout the drive aisles and parking areas. All of the paving must be overlaid with new asphalt paving in order to maintain the integrity of the overall pavement system. Milling is recommended as part of the overall repair work.</p> <p>The stucco has isolated areas of missing stucco along the top of the buildings, it appears to stop just beneath the gutters. During strong wind/rain storms water intrusion occurs at these locations. Maintenance has attempted to spot patch, but a complete removal of gutters and installation of stucco along the top of the buildings wall is required. The missing stucco must be repaired. In</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/20/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		addition to these repairs, the exterior walls will require painting.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/18	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	68.0	70.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	69.0	71.0	54.0	58.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	335	97.10	69.55
Male	173	168	97.11	63.10
Female	172	167	97.09	76.05
Black or African American	--	--	--	--
Asian	36	33	91.67	75.76
Filipino	17	17	100.00	76.47

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	85	83	97.65	51.81
White	156	153	98.08	75.82
Two or More Races	50	48	96.00	72.92
Socioeconomically Disadvantaged	70	66	94.29	45.45
English Learners	43	39	90.70	43.59
Students with Disabilities	35	31	88.57	22.58
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	339	98.55	71.09
Male	172	168	97.67	67.86
Female	172	171	99.42	74.27
Black or African American	--	--	--	--
Asian	36	36	100	77.78
Filipino	17	17	100	76.47
Hispanic or Latino	84	84	100	48.81
White	156	153	98.08	79.08
Two or More Races	50	48	96	77.08
Socioeconomically Disadvantaged	69	68	98.55	47.06
English Learners	42	42	100	52.38
Students with Disabilities	35	31	88.57	22.58
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.3	24.2	56.5
7	17.5	22.8	22.8

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.

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 2018-19)

Vallemar School has an active PTO, with many parents and teachers participating. The PTO raises between \$60,000 to \$70,000 for the school each year. In addition, parents provide hundreds of hours of volunteer support for school programs, activities, and fund-raisers. We have the "What a Difference a Day Makes" program, encouraging each family to give at least 24 hours of volunteer time a year. We see lots of hands-on involvement, with parents helping in classrooms, on field trips, and in the library. Parents are also included on our School Site Council, English Language Advisory Council, PTO Board, and many of the other PTO positions. Vallemar’s VIP (Vallemar's Informational Packet) is the school’s newsletter, which we send home electronically every Wednesday. It contains general news about our school, any upcoming events, fund-raisers, and information contributed by individual classrooms. The contact person for this is our principal, Monica Lobao and school secretary, Barbara Fascenda. They can be reached at (650) 738-6655.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	0.2	1.1	2.2	1.6	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		24		3		22		3	
1	19	2			23		2		24		2	
2	24		2		18	2			25		2	
3	23		3		24		3		24		2	
4	31		2		30		2		30		2	
5	31		2		32		2		32		2	
6	32		11		28		11		31		11	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,026	\$133	\$4,893	\$66,325
District	N/A	N/A	\$6,855	\$66,083
Percent Difference: School Site and District	N/A	N/A	-33.4	2.6
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-29.3	-11.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

PTO Funded for 2017-18: Supplemental Curriculum, Art Instructor K-8th, Positive School Climate Support, Music Instructor K-2nd, Field Trips, 7-8th Electives, Supplies, Maker Space, Student Agendas, Garden Materials, After School Programs

Site Funded for 2017-18: Release time for Teachers to plan/collaborate/assess, Math Combo Support Aide, Subs for Combo Teachers to Attend Field Trips, Crossing Guard, School Assistants, Reading Support Intervention, 7th-8th Electives, Homework Club, Website Manager, Supplies, Supplemental Curriculum, Music Instruments, PE/Recess Equipment, Library Supplies and Books, Supplemental PE Instructor for K-5th

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,713	\$48,064
Mid-Range Teacher Salary	\$64,329	\$75,417
Highest Teacher Salary	\$85,329	\$94,006
Average Principal Salary (Elementary)	\$128,706	\$119,037
Average Principal Salary (Middle)	\$129,819	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$221,359	\$183,692
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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