

Vallemar Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Vallemar Elementary School
Street	375 Reina del Mar Ave
City, State, Zip	Pacifica, California 94044
Phone Number	(650) 738-6655
Principal	Laura Vuskovic
Email Address	lvuskovic@pacificasd.org
School Website	pacificasd.org/V5/
Grade Span	K-8
County-District-School (CDS) Code	41 68932 6044051

2025-26 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Carisa Bowman
Email Address	cbowman@pacificasd.org
District Website	www.pacificasd.org

2025-26 School Description and Mission Statement

Welcome! Vallemar School offers an enriching environment that cultivates character, fosters academic excellence, and develops future leaders. Our transitional kindergarten through 5th-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 logically and objectively, 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 transitional kindergarten through the 5th-grade program.

At Vallemar School, we pride ourselves on our partnerships with our dedicated staff, outstanding families, and community to

2025-26 School Description and Mission Statement

ensure we develop powerful minds, healthy kids, and enriched lives in our TK-5th-grade program. We value and celebrate the diversity of our students and strive to provide an inclusive, welcoming, and equitable environment for all.

We benefit from numerous community organizations, including the Pacifica Education Foundation, the Boys and Girls Club, Spindrift, and the Pacifica Parks, Beaches, and Recreation. Our school offers a robust music program, art classes, and PE throughout all grades. Additionally, students have access to after-school care through the City of Pacifica and the Boys and Girls Club as well as enrichment classes offered through our PTO.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	48
Grade 2	59
Grade 3	59
Grade 4	69
Grade 5	54
Grade 6	47
Grade 7	31
Grade 8	49
Total Enrollment	500

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8
Male	55.2
Asian	9
Black or African American	0.6
Filipino	4.6
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	17.8
White	40.4
English Learners	6.8
Homeless	1.4
Socioeconomically Disadvantaged	15.8
Students with Disabilities	11.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	94.63	113.1	84.66	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.75	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	5.37	10.8	8.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.64	11953.1	4.28
Unknown/Incomplete/NA	0	0	7.8	5.84	15831.9	5.67
Total Teaching Positions	23.2	100	133.6	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.6	93.24	114.2	88.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	6.76	10.9	8.42	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.3	1.84	11746.9	4.23
Unknown/Incomplete/NA	0	0	1	0.77	14303.8	5.15
Total Teaching Positions	22.1	100	129.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.4	82.92	96.4	75.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.7	2.17	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.7	17.08	26.8	21.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.69	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	22.1	100	126.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	1.20	1.5	3.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.20	1.5	3.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	16.2	31.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		08/01/2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court Based on Science of Reading Approach (K-5) 2025 Seeds of Learning (TK) 2025	0
Mathematics	Bridges in Mathematics 3rd Ed 2025	0
Science	Carolina Building Blocks of Science (TK-5) 2023	0
History-Social Science	Houghton Mifflin, Social Studies (K-3) 2005 McGraw-Hill, Adventures in Time & Place (4-5) 2002	0
Foreign Language	N/A	
Health	Puberty Talk, Gr. 5 1/2024 (Health Connected)	0
Visual and Performing Arts	Essential Elements Music Hal Leonard (K-5) 2025	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		07/01/2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS

School Facility Conditions and Planned Improvements

			<p>OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. BOYS REST ROOM/ D-15: 2. VENT COVER IS RUSTED. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM/ D-14: 2. VENT COVER IS RUSTED. DIRTY VENT. STORAGE/ AD-9: 2. DIRTY VENT.</p>
<p>Interior: Interior Surfaces</p>		<p>X</p>	<p>BOYS REST ROOM/ F-7: 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. CUSTODIAL/ A-6: 4. WATER DAMAGE TO WALL. CUSTODIAN/ F-5: 4. HOLE IN CEILING. F-3: 4. DRAWERS ARE BROKEN. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. GIRLS REST ROOM/ AD-22: 4. WALL TILES ARE BROKEN. HOLE IN WALL GIRLS REST ROOM/ B-6: 4. SOAP DISPENSER TOP IS MISSING. GIRLS REST ROOM/ C-6: 4. SOAP DISPENSER TOP IS MISSING. P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING. P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

			<p>B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. BOYS REST ROOM/ C-5: 5. URINE SCALE IN URINAL. 8. URINAL IS NOT FLUSHING PROPERLY.</p> <p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C2: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>CONFERENCE/ AD-8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>F-3: 4. DRAWERS ARE BROKEN. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT.</p> <p>MUSIC/ F-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS BROKEN. EVACUATION MAP IS NOT POSTED.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAFF ROOM/ AD-12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>UNISEX REST ROOM/ F-6: 5. FECES LEFT IN TOILET.</p>
<p>Electrical</p>		<p>X</p>	<p>ASSISTANT PRINCIPAL/ AD-6: 7. TWO LIGHT PANELS ARE OUT.</p> <p>B1: 7. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT IS PEELING ON COVERED WALKWAY.</p> <p>ELECTRICAL/ AD-18: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>MULTI-USE/ AD-20: 7. ONE CAN LIGHT IS OUT.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING.</p>

School Facility Conditions and Planned Improvements

			<p>13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. STAFF ROOM/ AD-12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. STORAGE/ C-11: 7. LIGHT DIFFUSERS ARE MISSING. STORAGE/ C-12: 7. LIGHT DIFFUSERS ARE MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. ADULT REST ROOM/ D-13: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM/ B-5: 8. ONE TOILET IS NOT FLUSHING PROPERLY. BOYS REST ROOM/ C-5: 5. URINE SCALE IN URINAL. 8. URINAL IS NOT FLUSHING PROPERLY. BOYS REST ROOM/ D-15: 2. VENT COVER IS RUSTED. 9. ONE FAUCET HAS A LOW FLOW. BOYS REST ROOM/ F-7: 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. GIRLS REST ROOM/ F-9: 8. TOILET IS LOOSE AT BASE AND NOT FLUSHING PROPERLY. MENS REST ROOM/ AD-7: 9. FAUCET LEAKS AT HANDLE. NURSE/ AD-3: 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL OF RR. WOMENS REST ROOM/ AD-11: 9. FAUCET LEAKS AT HANDLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. B1: 7. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT IS PEELING ON COVERED WALKWAY. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>MUSIC/ F-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS BROKEN. EVACUATION MAP IS NOT POSTED.</p> <p>NURSE/ AD-3: 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL OF RR.</p> <p>P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING.</p> <p>E-1: 13. DAMAGE TO EAVES FLASHING/FACIA.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING.</p> <p>A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM/ AD-21: 15. DOOR CLOSER COVER IS MISSING.</p> <p>KITCHEN/ AD-15: 15. HOLES ARE RUSTED THROUGH BASE OF EXTERIOR DOOR.</p> <p>LIBRARY/ F-1: 15. DOORS ARE RUSTED.</p> <p>OFFICE/ D-11: 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY).</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS</p>

School Facility Conditions and Planned Improvements

			<p>MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING.</p> <p>P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>STORAGE/ AD-13: 15. DOOR TO OFFICE DOES NOT SHUT PROPERLY.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	61	61	53	54	47	48
Mathematics (grades 3-8 and 11)	61	60	53	52	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	297	99.00	1.00	61.28
Female	137	135	98.54	1.46	69.63
Male	163	162	99.39	0.61	54.32
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	61.90
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	89	88	98.88	1.12	53.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	68.97
White	113	111	98.23	1.77	63.06
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	52.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	22.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	297	99.00	1.00	59.60
Female	137	135	98.54	1.46	61.48
Male	163	162	99.39	0.61	58.02
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	89	88	98.88	1.12	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	65.52
White	113	111	98.23	1.77	66.67
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	50	98.04	1.96	48.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	40	93.02	6.98	25.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	49.14	55.45	44.05	43.18	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	101	99.02	0.98	55.45
Female	48	48	100.00	0.00	52.08
Male	54	53	98.15	1.85	58.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	48.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	59.09
White	38	38	100.00	0.00	60.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	16.67

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
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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.

2025-26 Opportunities for Parental Involvement

Vallemar School has a very active Parent-Teacher Organization (PTO), with many parents and teachers participating. Every year, the PTO raises around \$150,000 for the school. Additionally, guardians contribute hundreds of hours of volunteer support for school programs, activities, and fundraisers. The school's "What a Difference a Day Makes" program encourages each family to volunteer at least 24 hours a year. There is a lot of hands-on involvement with parents helping in classrooms, field trips, and the library. Guardians are also included in important school committees such as the School Site Council, PTO Board, and many other PTO positions.

Vallemar's VIP (Vallemar's Informational Packet) is the school's newsletter, which is sent home electronically every Wednesday. It contains general news about our school, upcoming events, fundraisers, and information from individual classrooms. The School Site Council, which consists of the school principal, teachers, students, and parents, continually reviews family engagement practices and develops a plan to increase student outcomes by focusing on academics and social-emotional learning. Families are also invited to provide their input through a yearly district survey.

We host several school events to strengthen our community, including Literacy Night, Math Night, Back-to-School Night, Open House, Variety Show, Fall Fun Fest, and a schoolwide auction.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	506	44	8.7
Female	231	229	19	8.3
Male	277	277	25	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	3	6.7
Black or African American	--	--	--	--
Filipino	25	25	0	0.0
Hispanic or Latino	139	139	15	10.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	90	90	7	7.8
White	205	203	18	8.9
English Learners	35	35	3	8.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	87	87	20	23.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	66	8	12.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.94	0.98	0.77	1.57	1.22	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.98	0.00
Female	0.00	0.00
Male	1.81	0.00
Non-Binary	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.44	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Vallemar School, we prioritize the safety of our students above all else. Our safety plans are regularly evaluated and updated to ensure the safety of all students and staff. The plans were developed collaboratively by school personnel, local emergency officials, and the county office of education. The aim of the plans is to identify and support school personnel in responding to emergencies or disasters. It is intended to be used as a guide for best practices, with flexibility in procedures where necessary. In addition, Vallemar has worked closely with the school district and the County Department of Public Health to address the safety needs of students.

We conduct monthly safety drills and maintain emergency supplies, including food and water. The school also participates in the Great California Shakeout. 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 by all staff. All visitors must request entrance through a doorbell, be allowed in by the office staff, 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 school's perimeter 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 have teachers keep their exterior doors locked during the school day. We follow the BIG Five emergency procedures outlined by San Mateo County. We revise our School Safety Plan every school year, and it is available for review at the school and district.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	1	1	0
1	24	0	2	0
2	22	0	3	0
3	24	0	2	0
4	29	0	2	0
5	23	0	2	0
6	27	0	13	0
Other	22	1	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	0	2	0
1	23	0	2	0
2	24	0	2	0
3	22	0	3	0
4	28	0	2	0
5	29	0	2	0
6	31	0	7	0
Other	21	1	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	2	1	
1	24		2	
2	24		2	
3	24		2	
4	35			2
5	27		2	
6	23		12	
Other	24		1	

2024-25 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	519

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$6,869	\$443	\$6,426	\$71,095
District	N/A	N/A	\$4,666	\$76,602
Percent Difference - School Site and District	N/A	N/A	31.7	-6.4
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-50.5	-27.9

Fiscal Year 2024-25 Types of Services Funded

Vallemar's school counselor and principal collaborate with the teachers to provide support for our unduplicated pupils in order to enhance their academic success. The counselor and principal closely monitor the progress of these students and adjust the support as necessary. They also keep a record of our chronic absenteeism and work with families to help improve attendance. They facilitate our school climate and safety committee to maintain a positive school climate for all students.

For the academic year 2024-2025, the PTO funds various programs such as supplemental curriculum, art instruction for K-8th grade, field trips, music instruction for TK-8th grade, Legarza sports, psychomotor education for K-5rd grade, student agendas, supplies, after-school programs, and a position for a crossing guard.

For the academic year 2024-2025, the school has allocated funds for release time for teachers to plan, collaborate and assess, school assistants, reading support intervention, phonological awareness curriculum, office and classroom supplies, supplemental curriculum, PE/recess equipment, library supplies and books, SEL school-wide book club materials, outdoor recess equipment, and a math combo support aide funded by the district. Our district also supports afterschool extended learning opportunities for unduplicated TK/K students. We hosted an ELOP afterschool program for TK/K students and a Green

Fiscal Year 2024-25 Types of Services Funded

Career Awareness grant that benefited our 7th graders.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$51,606	\$61,516
Mid-Range Teacher Salary	\$74,725	\$95,479
Highest Teacher Salary	\$97,454	\$125,208
Average Principal Salary (Elementary)	\$143,378	\$152,668
Average Principal Salary (Middle)	\$146,875	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$233,000	\$242,781
Percent of Budget for Teacher Salaries	26.53%	29.76%
Percent of Budget for Administrative Salaries	6.63%	5.74%

Professional Development

Pacifica School District has three district-wide Professional Development Days. These days are aligned with district-wide initiatives based on student achievement and school climate data. In 2023 - 2024, we had professional development on The Big 5 Safety Protocol, Embracing Inclusivity and our Diverse Community and Sexual Orientation, Gender Identity & Expression (SOGIE) Training. In 2024-2025, the Big 5, Zero Waste 101, Science of Reading, Technology & Academic Resources, PBIS, and Step up to Writing. In 2025-2026, we offered training in IT, SONDAY, COST, AI, Bridges Math, Workplace Violence, and Open Court ELA Training.

The Vallemar staff attends district-wide staff development days, and classes are dismissed early on Wednesdays for staff development and collaboration. In the academic year 2025-2026 Wednesdays are dedicated to developing plans for equity and inclusion of all students, social/emotional learning, and support materials. Our staff participates in ongoing professional development to deepen their knowledge and implement best practices in all subject areas. Whenever the district adopts new materials, our teachers receive training from experts from the publisher and the district. Vallemar's new teachers receive guidance and support through BTSA and the district. We also encourage and support teachers to visit other classrooms to observe best teaching practices and tier-one strategies that work.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	