

Vallemar 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

| | |
|--|----------------------------|
| School Name | Vallemar Elementary School |
| Street | 377 Reina del Mar Ave |
| City, State, Zip | Pacifica, California 94044 |
| Phone Number | (650) 738-6655 |
| Principal | Kim Norgaard |
| Email Address | knorgaard@pacificasd.org |
| School Website | pacificasd.org/VS/ |
| County-District-School (CDS) Code | 41 68932 6044051 |

2022-23 District Contact Information

| | |
|---------------------------------|--------------------------|
| District Name | Pacifica School District |
| Phone Number | (650) 738-6600 |
| Superintendent | Dr. Heather Olsen |
| Email Address | holsen@pacificasd.org |
| District Website Address | www.pacificasd.org |

2022-23 School Overview

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 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 kindergarten through the 8th-grade program. This is accomplished through an incredible partnership between our dedicated staff, outstanding parent group, and community. At Vallemar, we celebrate, value, and respect everyone in an inclusive, welcoming, and equitable environment.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

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 |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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 |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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 | | |
| Misassignments | | |
| Vacant Positions | | |
| Total Teachers Without Credentials and Misassignments | | |

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 | | |
| Local Assignment Options | | |
| Total Out-of-Field Teachers | | |

2021-22 Class Assignments

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

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

| Year and month in which the data were collected | | December 2020 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Teachers College Reading and Writing Project (K-8)/2012 | Yes | 0 |
| Mathematics | Bridges in Mathematics/2016 Board Approved CPM Core Connections (6-8)/2014 | Yes | 0 |
| Science | FOSS California Edition (K-5)/2007 California HMH Science Dimensions (6-8)/2019 | 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 |
| Foreign Language | N/A | | |
| 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 |
| Visual and Performing Arts | N/A | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | |

School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | | | | 8/16/2022 |
|--|-----------|-----------|-----------|---|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | <p>ADMIN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ONE LIGHT FIXTURE IS OUT.</p> <p>NURSE: 2. DIRTY VENT IN RR. 11. PAINT IS PEELING ON INTERIOR WALL OF RR.</p> <p>CONFERENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>OFFICE SUPPLIES: 2. DIRTY VENT.</p> <p>STAFF ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>KITCHEN: 15. HOLES ARE RUSTED THROUGH BASE OF EXTERIOR DOOR.</p> <p>STAGE: 10. WHEELCHAIR LIFT IS USEE FOR STORAGE.</p> <p>A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING.</p> |

School Facility Conditions and Planned Improvements

A2: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.

A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. THRESHOLD IS MISSING.

A4: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS BROKEN IN RR. 8. TOILET IS NOT FLUSHING PROPERLY.

B1: 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON COVERED WALKWAY.

B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.

C2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER.

C4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

PE SUPPLY: 7. LIGHT DIFFUSERS ARE MISSING.

SUPPLY ROOM: 7. LIGHT DIFFUSERS ARE MISSING.

D11/ SPEECH/ PSYCH: 15. DOOR CLOSER COVER IS MISSING (HALLWAY).

D9: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

D4: 4. PENCIL SHARPENER COVER IS MISSING. 9. DRINKING FOUNTAIN LEAKS AT HANDLE.

School Facility Conditions and Planned Improvements

D5: 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

D6: 4. WALL PAPER IS TORN (HALLWAY).

D7: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING.

COMPUTER LAB: 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS MISSING.

RESOURCE: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 13. VEGETATION IS GROWING IN GUTTER (ENTIRE WING).

LIBRARY: 4. CEILING TILE TRIM IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. VEGETATION IS GROWING IN GUTTER. 15. DOORS ARE RUSTED.

MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. VEGETATION IS GROWING IN GUTTER.

SCIENCE LAB: 4. DRAWERS ARE BROKEN. 10. NO ROOM ID.

CUSTODIAN: 4. HOLE IN CEILING.

P5: 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.

P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR.

P3: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREEN IS MISSING.

P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE

School Facility Conditions and Planned Improvements

| | | | |
|---|--|---|---|
| | | | <p>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>P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | | X | |
| <p>Electrical</p> | | X | <p>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.</p> <p>MULTI-USE: 7. ONE CAN LIGHT IS OUT.</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | | X | <p>MENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p> <p>WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p> <p>BOYS REST ROOM: 15. DOOR CLOSER COVER IS MISSING. 8. ONE TOILET IS NOT FLUSHING PROPERLY. 5. URINE SCALE IN URINAL. 8. URINAL IS NOT FLUSHING PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL. 2. VENT COVER IS RUSTED. 8. ONE URINAL IS NOT FLUSHING PROPERLY. 9. ONE FAUCET HAS A LOW FLOW. 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE BROKEN. 2. VENT COVER IS RUSTED. 8. TOILET IS LOOSE AT BASE AND NOT FLUSHING PROPERLY.</p> <p>ADULT REST ROOM: 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET LEAKS AT HANDLE.</p> <p>UNISEX REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 8. TOILET IS NOT FLUSHING PROPERLY.</p> |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: 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 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | | N/A | | N/A | |
| Mathematics (grades 3-8 and 11) | N/A | | N/A | | N/A | |

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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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 |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | | | | | | |

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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

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 | 100 | 100 | 100 | 95 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | N/A | N/A | N/A | N/A | N/A |

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

Vallemar School has an active PTO, with many parents and teachers participating. The PTO raises about \$100,000 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, parents helping in classrooms, field trips, and the library. Parents are included on our School Site Council, English Language Advisory 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 Friday with a principal message. It contains general news about our school, upcoming events, fund-raisers, and information from individual classrooms.

The School Site Council, consisting of the school principal, teachers, students, and parents, continually reviews family engagement practices and develops a plan to increase student outcomes with a focus on academics and social-emotional learning. Families are also invited to provide their input through a district survey each year.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

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 | | | |
| Expulsions | | | |

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 | | | | | | |
| Expulsions | | | | | | |

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

We conduct monthly emergency drills and maintain emergency supplies, including food and water. The school also participates in the Great California Shakeout. 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 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 revise our School Safety Plan every school year, and it is available for review at the school and district. We follow the BIG Five emergency procedures outlined by San Mateo County.

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | |

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 | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

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 | \$5,762 | \$697 | \$5,028 | \$58,645 |
| District | N/A | N/A | \$7,132 | |
| Percent Difference - School Site and District | N/A | N/A | -34.6 | -2.9 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -42.9 | -20.6 |

2021-22 Types of Services Funded

Vallemar's school counselor and principal work with the teachers to support our unduplicated pupils by helping set up interventions to support student's academic success. The counselor and principal monitors progress and adjust support as needed. They also keep track of our chronic absenteeism and work with families to make improvements. They are the facilitator for our school climate and safety committee, which supports our school-wide positive climate for all students.

PTO Funded for 2022-23: Supplemental Curriculum, Art Instructor K-8th, Field trips, Music Instructor K-2nd, Legarza sports, K-3 psychomotor education, Supplies, Student Agendas, After School Programs

Site Funded for 2020-21: Release time for Teachers to plan/collaborate/assess, Crossing Guard, 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, Math Combo Support Aide (District Funded)

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 | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

Professional Development

Pacifica School District had a few different Professional Development Days in 2022-23. These days are aligned to District wide initiatives, which are based on student achievement and school climate data. Pacific School District also provides our new teachers and staff each year with curricular-based professional development, including Readers/Writers Workshop, ELD, Bridges Mathematics, CPM Math, and Fountas and Pinnell Assessment.

In 2022-2023, school and district staff participated in I-Ready training, which helps staff assess a student's current levels in English language arts and math. This year we are focusing on delivering differentiated instruction to support learning equity. Teachers are meeting with iReady training professionals in October and February to further their understanding of data, monitoring, and differentiated instruction offerings.

Vallemar staff attends the district-wide staff development days. In addition, classes are dismissed early on Wednesdays for staff development and collaboration. In 2022-23, Wednesdays were focused on developing plans for equity and inclusion of all students, social/emotional learning, and support materials. Our staff continues to participate in professional development to deepen their knowledge and to implement the best practices in all subject areas. Whenever the district adopts new materials, 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 SMCOE training.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 3 | 3 |