

# Vallemar Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Vallemar Elementary School
<b>Street</b>	377 Reina del Mar Ave
<b>City, State, Zip</b>	Pacifica, California 94044
<b>Phone Number</b>	(650) 738-6655
<b>Principal</b>	Monica Lobao
<b>Email Address</b>	mlobao@pacificasd.org
<b>School Website</b>	www.pacificasd.org/VES
<b>County-District-School (CDS) Code</b>	41 68932 6044051

## 2021-22 District Contact Information

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

## 2021-22 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 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	55
Grade 2	58
Grade 3	53
Grade 4	57
Grade 5	57
Grade 6	28
Grade 7	61
Grade 8	50
Total Enrollment	495

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	8.3
Black or African American	0.8
Filipino	6.5
Hispanic or Latino	27.3
Two or More Races	18.6
White	38.6
English Learners	8.1
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	14.7
Students with Disabilities	10.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	December 2020
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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
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

Year and month of the most recent FIT report		12/17/21		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			A Wing - Floor Coverings need replacing Carpet, VCT, Ceiling tile B Wing - Floor coverings need replacing Carpet, VCT ceiling tile C Wing - Floor coverings need replacing Carpet, VCT, ceiling tile D Wing - Floor Coverings need replacing Carppte, VCT, ceiling tile Admin - Floor coverins need replacing Carpet, VCT, celling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X		Portables: Due to age of units roofs should be inspected by roofing vendor.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Parking Lot Fencing Aging and needs replacing. Field: Track and baseball diamond in need of resurfacing and new boundaries established; work to be done during modernization.

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	304	252	82.89	17.11	62.15
<b>Female</b>	143	121	84.62	15.38	65
<b>Male</b>	161	131	81.37	18.63	59.54
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	29	26	89.66	10.34	68
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	20	18	90	10	88.89
<b>Hispanic or Latino</b>	75	57	76	24	54.39
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	57	49	85.96	14.04	67.35
<b>White</b>	120	99	82.5	17.5	57.58
<b>English Learners</b>	30	22	73.33	26.67	19.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	51	33	64.71	35.29	40.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	30	73.17	26.83	10

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	304	250	82.24	17.76	58.23
Female	143	120	83.92	16.08	56.30
Male	161	130	80.75	19.25	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	29	26	89.66	10.34	73.08
Black or African American	--	--	--	--	--
Filipino	20	17	85.00	15.00	76.47
Hispanic or Latino	75	57	76.00	24.00	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	57	48	84.21	15.79	60.42
White	120	99	82.50	17.50	53.06
English Learners	30	22	73.33	26.67	40.91
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	33	64.71	35.29	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	30	73.17	26.83	20.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	108	NT	NT	NT	NT
<b>Female</b>	55	NT	NT		
<b>Male</b>	53	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	19	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	NT	NT	NT	NT
<b>White</b>	47	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

#### 2021-22 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, 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 is sent home electronically every Wednesday. It contains general news about our school, any upcoming events, fund-raisers, and information contributed by individual classrooms.

The family engagement team consisting of the school principal, teachers, and parents with guidance from an family engagement consultant evaluated family engagement practices and developed a plan to increase student outcomes with a focus on early literacy. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities. Families are also invited to provide their input through a district survey each year.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	507	20	3.9
Female	240	239	9	3.8
Male	271	268	11	4.1
American Indian or Alaska Native	0	0	0	0.0
Asian	43	41	0	0.0
Black or African American	4	4	0	0.0
Filipino	32	32	0	0.0
Hispanic or Latino	141	140	8	5.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	96	95	2	2.1
White	195	195	10	5.1
English Learners	55	51	2	3.9
Foster Youth	2	2	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	90	89	14	15.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	54	5	9.3

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.19	0.00	1.38	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.78	0.97	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

We conduct monthly emergency drills and maintain emergency supplies, including food and water. 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 the school website. 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	24		3	
1	25		2	
2	25		2	
3	24		3	
4	31		1	
5	32		2	
6	30		12	

## 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	24		2	
1	36		1	1
2	36		1	1
3	23		2	
4	30		2	
5	19	1	1	
6	23		12	
Other	24		2	

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	
1	18	1	2	
2	19	1	2	
3	18	2	1	
4	19	1	2	
5	19	1	2	
6	13	7	6	

## 2020-21 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	990

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.5
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$5,816	\$356	\$5,460	\$67,047
<b>District</b>	N/A	N/A	\$7,219	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.7	-2.9
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-42.9	-20.6

## 2020-21 Types of Services Funded

The 2020-21 school year was primarily distance/remote learning due to the pandemic.

Vallemar's Vice Principal of Guidance and Learning worked with the teachers to support our unduplicated pupils by helping set up interventions to support students academic success. The VP monitors progress and adjusts 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 work on supporting our school-wide positive climate for all students.

PTO Funded for 2020-21: Supplemental Curriculum, Art Instructor K-8th, Positive School Climate Support, Music Instructor K-2nd, Virtual Field Trips, 7-8th Electives, 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, Supplies, Supplemental Curriculum, PE/Recess Equipment, Library Supplies and Books, Supplemental PE Instructor for K-5th, COVID Safety Supplies, Math Combo Support Aide (District Funded)

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>		\$51,450
<b>Mid-Range Teacher Salary</b>		\$80,263
<b>Highest Teacher Salary</b>		\$101,012
<b>Average Principal Salary (Elementary)</b>		\$128,082
<b>Average Principal Salary (Middle)</b>		\$132,453
<b>Average Principal Salary (High)</b>		\$134,792
<b>Superintendent Salary</b>		\$197,968
<b>Percent of Budget for Teacher Salaries</b>	31%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

Pacifica School District had four district wide Professional Development Days in 2020-21. 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 2020-2021, the first two district wide professional development days focused on preparing for starting off the school year in full distance/remote learning. Staff participated in accelerated learning training and the promotion of Social and Emotional development as we started the year from a distance. The third day's focus was on the San Mateo County Pandemic Recovery Framework, development of a report card standards and social emotional wellness specifically self care and trauma using the Community Resiliency Model. The fourth professional development day included training on Health and Safety and on the social emotional learning curriculum Caring School Communities.

In 2021-2022, school and district staff have participated in I-Ready training, which helps staff assess a student's current levels in English language arts and math. All staff have also participated in several sessions of Caring School Communities training, which offers lessons in Social-Emotional Learning. Our school family engagement team which consists of the school principal, teachers, and parents with guidance from an family engagement consultant evaluated family engagement practices and developed a plan to increase student outcomes with a focus on early literacy. The team aligned family engagement practices with the School Plan for Student Achievement (SPSA) and LCAP goals and priorities.

Vallemar staff attends the district-wide staff development days. In addition, classes are dismissed early on Wednesdays for staff development and collaboration. In 2020-21, Wednesdays were focused on developing plans for virtual/remote learning for students, social/emotional learning, and later in the year, a focus on safety as we returned for in-person learning for 8 weeks. For 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 social-emotional learning trainings.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	4	3

# Pacifica School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Pacifica School District
<b>Phone Number</b>	(650) 738-6600
<b>Superintendent</b>	Heather Olsen
<b>Email Address</b>	<a href="mailto:holsen@pacificasd.org">holsen@pacificasd.org</a>
<b>District Website Address</b>	<a href="http://www.pacificasd.org">www.pacificasd.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1926	1405	72.95	27.05	54.79
<b>Female</b>	949	689	72.60	27.40	59.71
<b>Male</b>	977	716	73.29	26.71	50.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	170	126	74.12	25.88	65.60
<b>Black or African American</b>	24	19	79.17	20.83	44.44
<b>Filipino</b>	159	107	67.30	32.70	43.93
<b>Hispanic or Latino</b>	509	355	69.74	30.26	43.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	306	227	74.18	25.82	61.95
<b>White</b>	745	565	75.84	24.16	59.65
<b>English Learners</b>	165	108	65.45	34.55	21.70
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	20	62.50	37.50	11.11
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	399	259	64.91	35.09	32.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	235	133	56.60	43.40	15.15

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1926	1390	72.17	27.83	46.85
Female	949	685	72.18	27.82	45.21
Male	977	705	72.16	27.84	48.43
American Indian or Alaska Native	--	--	--	--	--
Asian	170	126	74.12	25.88	65.32
Black or African American	24	17	70.83	29.17	23.53
Filipino	159	106	66.67	33.33	39.62
Hispanic or Latino	509	352	69.16	30.84	35.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	306	219	71.57	28.43	54.59
White	745	564	75.70		49.55
English Learners	165	106	64.24	35.76	21.90
Foster Youth	--	--	--	--	--
Homeless	32	18	56.25	43.75	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	399	249	62.41	37.59	29.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	235	131	55.74	44.26	16.79

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.