

Vallemar Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	60
Grade 1	48
Grade 2	59
Grade 3	58
Grade 4	62
Grade 5	61
Grade 6	63
Grade 7	61
Grade 8	62
Total Enrollment	534

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African	0.7
American Indian	0.2
Asian	6.7
Filipino	5.4
Hispanic or Latino	23.2
Native Hawaiian	0.4
White	47.2
Two or More	16.1
Socioeconomicall	14.6
English Learners	8.1
Students with	6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	22	21.5	129
Without Full Credential	0	0	.5	11.09
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Admin: Roof leak in VP office has been spot patched as a short-term repair; ceiling tile in corner of VP's office is stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			MPR: Some fluorescent lighting for stage area is out
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		A wing: Roof leaks in various classrooms have been recently spot patched as a shot-term repair Admin: Roof leak in VP office has been spot patched as a short-term repair; ceiling tile in corner of VP's office is stained B wing: Roof leaks in various classrooms have been recently spot patched as a shot-term repair C wing: Roof leaks in various classrooms have been recently spot patched as a shot-term repair MPR: Some fluorescent lighting for stage area is out
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2/2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	63	56	57	44	48
Mathematics	60	60	50	49	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	56	52	92.9	55.8
	4	65	64	98.5	53.1
	5	66	64	97.0	75.0
	6	64	63	98.4	64.5
	7	61	58	95.1	60.3
	8	62	60	96.8	66.1
Male	3	24	21	87.5	47.6
	4	29	28	96.5	42.9
	5	32	30	93.8	76.7
	6	32	31	96.9	66.7
	7	30	28	93.3	50.0
	8	34	34	100.0	54.5
Female	3	32	31	96.9	61.3
	4	36	36	100.0	61.1
	5	34	34	100.0	73.5
	6	32	32	100.0	62.5
	7	31	30	96.8	70.0
	8	28	26	92.9	80.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	4	17	16	94.1	37.5
	5	13	11	84.6	27.3
	6	16	16	100.0	62.5
	7	13	12	92.3	58.3
	8	14	14	100.0	64.3
White	3	32	31	96.9	58.1
	4	27	27	100.0	55.6
	5	27	27	100.0	85.2
	6	33	32	97.0	71.0
	7	35	33	94.3	63.6
	8	36	34	94.4	70.6
Two or More Races	4	15	15	100.0	60.0
	5	19	19	100.0	89.5
Socioeconomically Disadvantaged	4	11	10	90.9	40.0
	7	11	10	90.9	60.0
	8	13	13	100.0	61.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	56	52	92.9	66.7
	4	65	64	98.5	43.8
	5	66	64	97.0	64.1
	6	64	63	98.4	59.7
	7	61	58	95.1	67.2
	8	61	58	95.1	67.2
Male	3	24	21	87.5	65.0
	4	29	28	96.5	50.0
	5	32	30	93.8	66.7
	6	32	31	96.9	73.3
	7	30	28	93.3	67.9
	8	30	28	93.3	67.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	32	31	96.9	67.7
	4	36	36	100.0	38.9
	5	34	34	100.0	61.8
	6	32	32	100.0	46.9
	7	31	30	96.8	66.7
	8	31	30	96.8	66.7
Hispanic or Latino	4	17	16	94.1	31.3
	5	13	11	84.6	36.4
	6	16	16	100.0	56.3
	7	13	12	92.3	58.3
	8	13	12	92.3	58.3
White	3	32	31	96.9	70.0
	4	27	27	100.0	44.4
	5	27	27	100.0	70.4
	6	33	32	97.0	71.0
	7	35	33	94.3	72.7
	8	35	33	94.3	72.7
Two or More Races	4	15	15	100.0	53.3
	5	19	19	100.0	68.4
Socioeconomically Disadvantaged	4	11	10	90.9	20.0
	7	11	10	90.9	50.0
	8	11	10	90.9	50.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84	87	85	71	75	67	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	130	123	94.6	85.4
Male	67	63	94.0	85.7
Female	63	60	95.2	85.0
Hispanic or Latino	27	25	92.6	64.0
White	65	61	93.9	91.8
Two or More Races	26	25	96.2	92.0
Socioeconomically Disadvantaged	22	22	100.0	63.6
Students with Disabilities	11	7	63.6	71.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.5	18.8	53.1
7	10.2	30.5	33.9

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Vallemar School has an active PTO, with many parents and teachers participating. The PTO raises between \$70,000 and \$80,000 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. Already we have seen more hands-on involvement, with more parents helping in classrooms, on field trips, and in the library. Parents are also included on our School Site Council, PTO Board, and many of the other PTO positions. Vallemar's VIP (Vallemar's Informational Packet) is the school's newsletter, which we send home electronically every Wednesday. It contains general news about our school, any upcoming events, fund-raisers, and information contributed by individual classrooms. The contact person for this is our principal, Monica Lobao and school secretary, Barbara Fascenda. They can be reached at (650) 738-6655.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	3.3	2.3	2.3	2.8	2.2	4.4	3.8	3.7
Expulsions	1.6	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		3		21	1	2		21	1	2	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	24		3		24		3		24		3	
4	32		2		30		2		30		2	
5	32		2		32		2		32		2	
6	30		11		31		10	1	31		10	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27		4		27		4		27		4	
Mathematics	22	1	4									
Science	27		4		27		4		27		4	
Social Science	27		4		27		4		27		4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.75	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,418	0	\$4,418	\$63,708
District	N/A	N/A	\$5,837	\$61,513
Percent Difference: School Site and District	N/A	N/A	-24.3	3.6
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-22.2	-11.0

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

Types of Services Funded (Fiscal Year 2015-16)

PTO Funded for 2015-16: Release time for Teachers to plan/collaborate/assess, Supplemental Curriculum, Art K-8th, Positive School Climate Support, Music K-3rd, Field Trips, Supplies, PE/Recess Equipment, Supplemental PE K-5th, Poetry for 5th grade Spring Session, Student Agendas

Site Funded for 2015-16: Computer Lab Aide K-8th, Math Combo Support Aide, Crossing Guard, School Assistants, Reading Support Intervention, Release time for Teachers to plan/collaborate/assess, Website Manager, Supplies, Supplemental Curriculum, Music Instruments, Office Support

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,944	\$44,507
Mid-Range Teacher Salary	\$60,346	\$68,910
Highest Teacher Salary	\$77,963	\$88,330
Average Principal Salary (Elementary)	\$114,504	\$111,481
Average Principal Salary (Middle)	\$113,880	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$206,006	\$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

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