Vallecitos School District
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

Vallecitos School District
"A community school where we learn to achieve our dreams"

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	Vallecitos School District
Street	5211 Fifth St.
City, State, Zip	Rainbow, CA 92028
Phone Number	(760) 728-7092
Principal	Meliton Sanchez III
Email Address	msanchez@vallecitossd.net
School Website	https://www.vallecitossd.net/
County-District-School (CDS) Code	37 68437 6040562

2022-23 District Contact Information

District Name	Vallecitos School District
Phone Number	(760) 728-7092
Superintendent	Meliton Sanchez III
Email Address	msanchez@vallecitossd.net
District Website Address	www.vallecitossd.net

2022-23 School Overview

Vallecitos Elementary School founded in 1885 is located in the unincorporated community of Rainbow in Northern San Diego County, California. The establishment of the school district dates back to 1885 making it a long-standing institution within the community. Currently, the school population consists of 189 students in grades TK-8.

Vallecitos School serves the following demographic groups:

87.69% Hispanic
11.29% White
1.02% Other
Socioeconomic Disadvantaged: 71.28%
English language learners: 63%
Students with disabilities: 10.25%

Vallecitos School has one teacher per grade level and smaller class sizes than most neighboring schools. The staff are dedicated to implementing the Multi-Tiered Systems of Support (MTSS) Framework to improve the academic achievement, behavioral, and social-emotional needs of all students. The school employees a Vice Principal / MTSS Coordinator to help promote, support, and coordinate our efforts to implement a strong MTSS program.

The mission of the Vallecitos School District is to:

- Develop clear and focused learning goals based on high expectations of every student and staff member.
- Monitor student learning frequently to guide instruction and improve student learning.
- Provide a safe and orderly environment and a collaborative school-wide culture.
- Build positive and productive parental relationships.
- Encourage all students to become productive citizens.

Vallecitos School District Core Values: As a collaborative team, we will...
- Hold high expectations and implement equitable practices that support student learning.
- Frequently monitor student learning.

2022-23 School Overview

- Involve every student in setting academic goals.
- Ensure all school related decisions are guided by what is in the best interest of student learning.
- Provide a safe and orderly school environment.
- Demonstrate integrity and hold students and staff accountable for their actions.
- Treat students and staff fairly and with respect.
- Praise and encourage students.
- Encourage students and staff to ask for help and be willing to help others.
- Maintain open communication with staff, students and parents.
- Arrive to school each day with a positive attitude.
- Be flexible and open-minded to new ideas.
- Contribute time and effort to Vallecitos so the district can run effectively.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	20
Grade 2	24
Grade 3	23
Grade 4	24
Grade 5	17
Grade 6	24
Grade 7	20
Grade 8	20
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	178

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.25
Male	49.75
American Indian or Alaska Native	0.0
Asian	0.6
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	10.1
English Learners	53.9
Foster Youth	0.0
Homeless	2.8
Migrant	23.0
Socioeconomically Disadvantaged	86.0
Students with Disabilities	10.7

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)	10.00	100.00	10.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	10.00	100.00	10.00	100.00	274759.10	100.00

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)	9.00	100.00	9.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	9.00	100.00	9.00	100.00	279044.80	100.00

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

Vallecitos Elementary School strives to ensure that each student on campus as adequate access to any and all instructional materials utilized on campus. Each fall, school administration conducts a materials sufficiency activity to ensure that every student has access to the required learning resources. The list below includes all current adoptions of core curricula. If you have any concerns about a student's access to curriculum, please do not hesitate to contact the school office at (760) 728-7092.

Year and month in which the data were collected	Fall 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Vallecitos Elementary School currently uses McGraw Hill Education (Wonders) for our TK-5 reading/language arts core instructional program. For grades 6, 7, and 8, we utilize	Yes	0

	Houghton Mifflin Harcourt (Collections) to align with the Common Core State Standards. Adopted in 2015.		
Mathematics	Vallecitos Elementary School adopted McGraw-Hill (My Math) for students in TK-5 and Glencoe McGraw-Hill Education (California Math) for students in 6th-8th, in order to align our core instructional program with the Common Core State Standards in mathematics. Adopted in 2016.	Yes	0
Science	Vallecitos Elementary School utilizes Savvas Learning Company, Elevate Science (Print or e-book) for all students in grades Tk-8.	Yes	0
History-Social Science	Vallecitos Elementary School utilizes Savvas Learning myWorld Interactive for K-5. National Geographic is used in 6th - 8th grades with the following titles: 6th Grade World History: Ancient Civilizations; 7th Grade World History: Medieval and Early Modern Times; 8th Grade U.S. History American Stories Beginning to World War I. Adopted in 2020.	Yes	0

School Facility Conditions and Planned Improvements

- A Facilities Inspection Report is completed by the custodian and/or designee to the Superintendent on an annual basis. A copy of the report is kept in the Superintendent's office.
- The overall condition of the school facility is rated as "good."
- Since FY 2015-16, the district set aside $75,000 each year to maintain and improve facilities projects with the highest priority.
- The Facilities Inspection Report provides an overview of areas in "good" condition, and a variety of areas needing repairs and improvements. The report is available upon request in the school's main office.

Year and month of the most recent FIT report	01/30/2023

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	Lower Grade Girl's RR- Ceiling paint chipped. Lower Grade Boy's RR- Missing/Broken tiles. Custodian Closet- Ceiling unfinished and peeling. Rooms 3-4- Walls chipped and exposed metal wall edging. Room 5- Chipped walls. Room 6- Chipped/Peeling paint. Room 7- Chipped/Peeling paint. Rooms 9-10 Workroom- stained ceiling tile / chipped Formica on counter. Room 13- Stained ceiling tile and chipped Formica on counter. Room 17- Dirty ceiling tiles. Room 18- Dirty ceiling tiles and stained carpet. Vice Principal Office- Peeling wallpaper. Lounge- Chipped Formica and loose baseboard. PE Office- Baseboard loose / missing. Kitchen Storage Area- Cosmetic wall damage. Adult Women RR- Rusted partition. Upper Grade Female RR- Hole in wall and bulge in the wall at the seam. Also has stained ceiling tile.

School Facility Conditions and Planned Improvements

System Inspected	Good	Fair	Poor	Deficiency & Remedial Actions Taken or Planned
				Upper Grade Male RR- Stained ceiling tile. Classroom 11- Stained carpet.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Rooms 3-4- Embedded dirt. Needs deep cleaning. Room 9- Gopher hills in outside grass area. Room 10- Termite evidence on east end of outside classroom. Gender Neutral RR- Dirty air vent. Adult Women RR- Dirty air vent. Upper Grade Female RR- Embedded dirt in floor linoleum. Upper Grade Male RR- Embedded dirt in floor linoleum. Classroom 11- Excessive clutter. Barn- Evidence of termites on posts outside of barn.
Electrical	X			Barn- Lights missing covers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Barn- Fountain outside of barn area has broken concrete on the base.
Safety: Fire Safety, Hazardous Materials	X			Lounge- Paper cutter missing safety latch.
Structural: Structural Damage, Roofs	X			Rooms 3-4- Outside wall has cracked stucco. Barn- Missing wall panel.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Front Office- Uneven concrete creates a trip hazard. Lower Grade Girl's RR- Cracks in concrete outside of the door. Room 9- Playground animal rides need sanding and paint. Room 9- Areas with broken concrete. Room 8- Hole in asphalt behind building. Room 16- Broken bench outside. Lounge- Cracked concrete outside. and damage to window sill.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement

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	46	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	34	N/A	33

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	117	115	98.29	1.71	46.09
Female	64	64	100.00	0.00	45.31
Male	53	51	96.23	3.77	47.06
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	104	102	98.08	1.92	43.14
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	59	57	96.61	3.39	19.30
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	96	97.96	2.04	39.58
Students Receiving Migrant Education Services	29	28	96.55	3.45	32.14
Students with Disabilities	14	14	100.00	0.00	7.14

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	117	117	100.00	0.00	34.19
Female	64	64	100.00	0.00	31.25
Male	53	53	100.00	0.00	37.74
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	104	104	100.00	0.00	29.81
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	59	59	100.00	0.00	11.86
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	0.00	28.57
Students Receiving Migrant Education Services	29	29	100.00	0.00	20.69
Students with Disabilities	14	14	100.00	0.00	14.29

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)	NT	36.59	NT	36.59	28.5	29.47

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	41	41	100	0	36.59
Female	22	22	100	0	27.27
Male	19	19	100	0	47.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100	0	30.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100	0	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100	0	35.29
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%	100%	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

Vallecitos School is dedicated to partnering with our parents and creating a welcoming, collaborative environment. Our faculty and staff value the key role each parent plays to ensure our students receive the best possible education. The faculty and staff welcome opportunities to collaborate with parents and work together to improve student achievement outcomes. Vallecitos invites parents to volunteer and help support the success of our students. The following list describes several ways that parents can support our programs.

- Become a member of the Vallecitos School Site Council committee.
- Become a member of the District English Language Advisor Committee (DELAC).
- Become a member of the PTO or join the PTO board.
- Volunteer to support an after school club, such as art, science, or music.
- Volunteer at school wide PTO sponsored events.
- Volunteer in the classroom or other areas on campus.

For more information on parent involvement, please feel free to contact the main office, or visit with your child's classroom teacher.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	189	187	39	20.9
Female	96	95	19	20.0
Male	93	92	20	21.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	164	163	31	19.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	22	21	6	28.6
English Learners	99	99	20	20.2
Foster Youth	1	1	1	100.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	163	162	33	20.4
Students Receiving Migrant Education Services	49	49	6	12.2
Students with Disabilities	23	23	8	34.8

C. Engagement	State Priority: School Climate

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	0.47	0.47	2.45
Expulsions	0.00	0.00	0.05

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	0.00	1.06	0.00	1.06	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0.00
Female	0.00	0.00
Male	2.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.02	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The School Safety Plan is reviewed, updated, and approved by the Vallecitos School Site Council on an annual basis prior to March 1. The Safety Plan is also reviewed by local our local law enforcement and fire department offices to ensure that the strategies included align with current best practices. The Vallecitos Board of Trustees approves the plan on an annual basis during or before their February board meeting. A copy of the Safety Plan is available in the main office for public review.

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	20	1		
1	17	1		
2	16	1		
3	17	1		
4	19	1		
5	24		1	
6	22		1	
Other	17	1		

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	23		1	
1	17	1		
2	18	1		
3	15	1		
4	18	1		
5	19	1		
6	24		1	
Other	15	1		

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	21		1	
1	19	1		
2	23		1	
3	23		1	
4	16	1		
5	19	1		
6	17	1		

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	0

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	0.4
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

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	$18,092	$6,814	$11,278	$76,430
District	N/A	N/A	$11,278	$76,430
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$6,594	$73,998
Percent Difference - School Site and State	N/A	N/A	52.4	3.2

2021-22 Types of Services Funded

Types of Programs and Services Available:

- Free breakfast and lunch for all students through the Community Eligibility Provision (CEP).

- Second Chance breakfast program offered during the students' morning recess.

- Migrant education program. Vallecitos utilizes staff to support the learning needs and/or family needs of migrant education parents and students. Students are also provided with enrichment opportunities after school and during summer.

- English language development instruction is provided to students who are learning English. Classroom teachers and the ELD Coordinator collaborate to determine instructional supports and services necessary for students within different levels of learning English.

- Multi-Tiered Systems of Support with Response to Intervention, including Reading Specialist, instructional aide support, and after school tutoring.

- Expanded Learning before and after school opportunities in partnership with ARC, which operates from 6:30 a.m. - 8:15 a.m. and 2:50 p.m. to 6:00 p.m. Monday through Friday.

- School based Social-Emotional Counselor provides mental health and social emotional learning for all students. The school Social-Emotional Counselor monitors attendance, engagement, and provides families in need access to additional community resources.

- Spring Break and Summer Camps in partnership with ARC with a STEAM focus.

- Early intervention summer school reading support from kindergarten and first grade teachers.

- Transitional Kindergarten offered beginning in the Fall of 2022.

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	$42,645	$46,844
Mid-Range Teacher Salary	$62,909	$73,398
Highest Teacher Salary	$91,456	$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary	$146,520	$136,296
Percent of Budget for Teacher Salaries	27%	30%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Vallecitos Elementary School follows the Professional Learning Community (PLC) model. Teachers collaborate across designated grade spans to vertically integrate their efforts to improve student learning. The following are key questions asked by our staff when collaborating as a learning community:

What do we expect all students to learn?
How will we know when they have learned it?
How will we respond when they don't learn?
How will we respond when they already know it?

Teachers attend staff development training based on individual interests, school wide trends, focus areas, and data collection analyses. Teachers receive professional development during designated professional development days prior to the start of school, at bi-weekly after school meetings. Additionally, the faculty also have the opportunity for bi-weekly collaboration as a PLC team. Teachers are further supported with additional time to collaborate, plan, and implement lessons. The following list illustrates the professional development focus over the past five years.

2018-2019 Professional Development Topics
- Orton Gillingham Reading Training for primary teachers and instructional aides.
- IEP 101 training for Instructional Aides.
- GLAD training for primary teachers and SAI teacher.
- Say Something Program.
- CAASPP training for 3rd - 8th grade teachers.
- One day training on Positive Behavior Interventions and Supports (PBIS).
- Six meeting sessions on Multi-Tiered Systems of Support with consultants from SDCOE (MTSS).
- Two half day training sessions on Next Gen Math.
- Training on student software programs in English language arts and mathematics.
- Chemical Safety, Blood Borne Pathogens, and Mandated Reported Training provided by SDCOE staff.
- Crisis Prevention Intervention (CPI) for instructional aides, teachers, and staff.

2019-2020 Professional Development Topics
- 1 full day and 3 half day training sessions with SDCOE known as the English Learner Improvement Collaborative (ELIC)
- Chemical Safety, Blood Borne Pathogens, and Mandated Reported Training provided by SDCOE staff.
- Orton Gillingham Reading Training for Specialized Academic Instructor and one instructional aide.
- Professional Learning Communities at Work for the school principal and three new teachers.

Professional Development

- Family Educational Rights and Privacy Training (FERPA).
- Active Shooter Training.
- Love and Logic Training (9 hours)
- Edgenuity and Imagine Learning Training.
- Response to Intervention Training for intervention teachers.
- GLAD training.
- A Focus on Foundational Skills: Providing Readers with the Best Possible Start.
- CAASPP training for 3rd - 8th grade teachers.
- PBIS/MTSS training with SDCOE.

2020-2021 Professional Development Topics
- Small Group Instruction Online.
- Enhanced Packet Instruction.
- Cal/OSHA Training.
- Newline Interactive Panels.
- Empathy Interviews.
- Sports for Learning.
- Interpreting IEP Meetings.
- Special Education 101
- CAASPP training for 3rd - 8th grade teachers.
- MTSS training with SDCOE.
- Love and Logic.

2021-2022 Professional Development Topics
- Multi-Tiered Systems of Support training with SDCOE.
- Positive Behavior Interventions and Supports with SDCOE.
- Wonders Training (K-5).
- Edgenuity Training (K-8).
- Next Gen Math (K-8).
- English Learners Rise (K-8).
- Grading for Equity.
- Abre.
- School Safety
- Playground Supervision.
- Multi-lingual California Project - Write Institute, Paraprofessional, and Parent Engagement.
- CAASPP training for 3rd - 8th grade teachers.
- CPR Training.
- First Aide Training.
- COVID-19 Training.

2022-2023
- Classroom Management Training
- Standards Based Grading
- School Site Safety Plan Training
- Special Education Training
- Standards Based Grading
- Crisis Prevention Institute 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	15	20	20