

Vallecitos School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Vallecitos School
Street	5211 Fifth St.
City, State, Zip	Rainbow, CA 92028
Phone Number	(760) 728-7092
Principal	Dr. Maritza Koeppen
Email Address	mkoeppen@vallecitosd.net
Website	www.vallecitosd.net
County-District-School (CDS) Code	37 68437 6040562

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Vallecitos School District
Phone Number	(760) 728-7092
Superintendent	Dr. Maritza Koeppen
Email Address	mkoeppen@vallecitosd.net
Website	www.vallecitosd.net

School Description and Mission Statement (School Year 2020-2021)

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 – Where Achievement Matters!

Vallecitos School District Core Values: As a collaborative team, we will...

- Hold high expectations for student learning. Frequently monitor student learning. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	25
Grade 1	29
Grade 2	16
Grade 3	17
Grade 4	19
Grade 5	24
Grade 6	22
Grade 7	18
Grade 8	25
Total Enrollment	195

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	88.2
White	10.8
Two or More Races	1
Socioeconomically Disadvantaged	99.5
English Learners	49.7
Students with Disabilities	12.8
Foster Youth	0.5
Homeless	1.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	13	13	13
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: Fall 2020

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 K-5 reading/language arts core instructional program. For grades 6, 7, and 8, we utilize Houghton Mifflin Harcourt (Collections) to align with the Common Core State Standards. Adopted in 2015.	Yes	0
Mathematics	Vallecitos Elementary School adopted McGraw-Hill (My Math) for students in K-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 Houghton Mifflin (California Science) for our K-5 core instructional program. Grades 6-8 use Holt, Reinhart and Winston (Earth, Life, and Physical Science).	Yes	0
History-Social Science	Vallecitos Elementary School utilizes McMillan McGraw-Hill (California Vistas) for our 1-5 core instructional program in History. Grades 6-8 use Holt, Reinhart, Winston (Ancient Civilization/World History, Medieval/Early Modern Times, and U.S. History Independent to 1914. Adopted in 2020.	Yes	0

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

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 cleanliness of the school is rated as "good."
- The district has set aside \$75,000 each year since 2015-16, in order 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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/05/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 3: Drywall needs repair. Room 4: Drywall needs repair. Room 6: Drywall needs repair. Paint peeling from water damage near window. Room 7: Drywall from water damage. Mold and mildew growing under sink from water damage. Appears to be coming from substructure. Room 14: Some wood rot/water damage to window sill.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 10: One drinking fountain shut off due to leak from turn angle valve at hose connection.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 16: Roof needs patching to prevent leaks. Ceiling tiles need replacing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	39	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	36	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Vallecitos School is dedicated to partnering with our parents and creating a welcoming, collaborative environment. We value the key role each parent plays to ensure our students receive the best possible education. It is critical for parents and staff to work together to ensure each student improves his/her learning to the best of their ability. The following are some of the ways in which parents can volunteer and become involved in their child's education.

- 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.
- Teach an after school club, such as art, science or music.
- Volunteer at school wide PTO sponsored events.
- Volunteer in the classroom.

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

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.8	0.9	1.5	0.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	1.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Plan is reviewed, updated, and approved by the Vallecitos School Site Council. The Safety Plan is also reviewed by the Vallecitos Board of Trustees. A copy of the Safety Plan is available in the main office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	17	2			18	2			20		1	
1	22		1		20	1			17	1		
2	22		1		21		1		16			1
3	24		1		18	1			17	1		
4	21		1		23		1		19	1		
5	18	1			24		1		24		1	
6	25		1		15	1			22		1	
Other**									17	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,874.64	\$5,174.47	\$9,700.17	\$71,750.58
District	N/A	N/A	\$9,700.17	\$71,750.58
Percent Difference - School Site and District	N/A	N/A	0.0	-199.6
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	22.4	-199.6

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

Types of Services Funded (Fiscal Year 2019-2020)

Types of Programs and Services Available:

- Free breakfast and lunch for all students through the Community Eligibility Provision (CEP).
- Second Chance breakfast program.
- 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 instruction during some of the weeks of summer vacation.
- 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.

- Response to Intervention support, including after school tutoring.
- Expanded Learning after school opportunities in partnership with ARC, which operates from 2:50 p.m. to 6:00 p.m. Monday through Friday.
- School Social Worker provides mental health and social emotional learning for all students. The school social worker monitors attendance, engagement, and provides families in need access to additional community resources.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,223	\$46,965
Mid-Range Teacher Salary	\$66,387	\$67,638
Highest Teacher Salary	\$90,550	\$88,785
Average Principal Salary (Elementary)	n/a	\$112,524
Average Principal Salary (Middle)	n/a	\$117,471
Average Principal Salary (High)	n/a	
Superintendent Salary	\$139,600	\$128,853
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	9.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20	21	15

During the 2017-18, 2018-19, and 2019-20 school years, teachers received professional development in the following areas:

- Vallecitos follows the Professional Learning Community model. Teachers collaborate to institute the model in an effort 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, after school meetings, and during the day. Teachers are supported by providing them time to collaborate, plan, and implement lessons.

2017-2018 Professional Development Topics

- We read, discussed, and implemented the professional learning community model and key concepts from the book, Learning by Doing.
- We attended a workshop on understanding and unpacking the Common Core State Standards.
- We attended a two-day training from nationally recognized educators on the Response to Intervention (RTI) model and we are in the process of developing and instituting the RTI model.
- Ongoing professional development in the area of technology, provided by the San Diego County Office of Education and countywide Google Summits.
- Threat Assessment Training for selected staff.
- Spire training.

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.
- 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.