

# Vallecitos School District

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Vallecitos School District
<b>Street</b>	5211 Fifth St.
<b>City, State, Zip</b>	Rainbow, CA 92028
<b>Phone Number</b>	(760) 728-7092
<b>Principal</b>	Meliton Sanchez
<b>Email Address</b>	msanchez@vallecitosd.net
<b>School Website</b>	<a href="https://www.vallecitosd.net/">https://www.vallecitosd.net/</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	37 68437 6040562

## 2025-26 District Contact Information

<b>District Name</b>	Vallecitos Elementary School District
<b>Phone Number</b>	(760) 728-7092
<b>Superintendent</b>	Meliton Sanchez
<b>Email Address</b>	msanchez@vallecitosd.net
<b>District Website</b>	<a href="http://www.vallecitosd.net">www.vallecitosd.net</a>

## 2025-26 School Description and Mission Statement

Vallecitos Elementary School was established to serve 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. During the 2023-2024 school year census count, Vallecitos recorded 190 students in grades TK-8.

Vallecitos School serves the following demographic groups:

84.20% Hispanic  
0.50% AM Indian/Alksn Nat

## 2025-26 School Description and Mission Statement

1.50% Asian  
0.50% Black/African Am  
13.30% White

Socioeconomic Disadvantaged: 81.02%  
English language learners: 42.05%  
Students with disabilities: 14.36%  
Migrant Students: 18.97%

Vallecitos School has one class per grade level with the exception of a combination class at Tk/K and grades 3/4. Vallecitos maintains 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 employs a MTSS and CCSPP Coordinator to help promote, support, and coordinate our efforts to implement a strong MTSS program and sustainability for our CCSPP grant.

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.
- 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	31
Grade 1	18
Grade 2	13
Grade 3	14
Grade 4	23
Grade 5	24
Grade 6	25
Grade 7	20
Grade 8	27
Total Enrollment	195

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.5
Asian	1.5
Black or African American	0.5
Hispanic or Latino	84.1
White	13.3
English Learners	42.1
Migrant	19
Socioeconomically Disadvantaged	81.5
Students with Disabilities	15.4

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.

## 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	100	9	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	<b>9</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>279044.8</b>	<b>100</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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 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	90	9	90	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	10	1	10	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>277698</b>	<b>100</b>

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.5	90.48	9.5	90.48	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	9.52	1	9.52	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0	0	13705.8	4.91
<b>Total Teaching Positions</b>	10.5	100	10.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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)	0	9	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Vallecitos Elementary School strives to ensure that each student on campus has 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 Houghton Mifflin Harcourt (Collections) to align with the Common Core State Standards. Adopted in 2015.	0
<b>Mathematics</b>	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.	0
<b>Science</b>	Vallecitos Elementary School utilizes Savvas Learning Company, Elevate Science (Print or e-book) for all students in grades TK-8.	0
<b>History-Social Science</b>	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.	0
<b>Foreign Language</b>	Not Applicable	
<b>Health</b>	Not Applicable	
<b>Visual and Performing Arts</b>	Not Applicable	
<b>Science Laboratory Equipment (grades 9-12)</b>	Not Applicable	



## 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

02/01/2026

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	Counselor's Office- Carpet Stains (Cosmetic) Lower Grade Girl's RR- Ceiling paint chipped (Cosmetic). Lower Grade Boy's RR- Peeling paint / drywall on the walls (Cosmetic). Custodian Closet- Ceiling unfinished and peeling. Room 5- Chipped walls. Room 6- Chipped/Peeling paint, exposed drywall molding. Room 7- Chipped/Peeling paint, door blemishes, exposed drywall molding. Rooms 9-10 Workroom- stained ceiling tile / chipped Formica on counter. Room 13- Stained ceiling tile and chipped Formica on counter. Teacher Lounge/Migrant Ed. Office- Peeling wallpaper, carpet deficiencies. Room 17- Chipped Formica and one cracked ceiling tile. Lounge- Chipped Formica and window sill damage. Kitchen Storage Area- Cosmetic wall damage. Adult Women RR- Rusted partition.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 10- Termite evidence on east end of outside classroom.
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Track- Fountain in the track area has broken concrete on the base.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Outside front office has cracked pillar.
<b>External:</b> 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- Broken concrete around base of playground drain.



School Facility Conditions and Planned Improvements

				Room 16- Broken bench outside. Lounge- Cracked concrete outside. and damage to window sill.
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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).

**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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	45	45	45	47	48
<b>Mathematics</b> (grades 3-8 and 11)	30	31	30	31	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	136	133	97.79	2.21	45.11
<b>Female</b>	59	57	96.61	3.39	42.11
<b>Male</b>	77	76	98.70	1.30	47.37
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	114	111	97.37	2.63	43.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

<b>White</b>	20	20	100.00	0.00	55.00
<b>English Learners</b>	52	49	94.23	5.77	14.29
<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>	109	107	98.17	1.83	42.99
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	33.33
<b>Students with Disabilities</b>	26	26	100.00	0.00	19.23

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<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 Met or Exceeded</b>
<b>All Students</b>	136	136	100.00	0.00	30.88
<b>Female</b>	59	59	100.00	0.00	25.42
<b>Male</b>	77	77	100.00	0.00	35.06
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	114	114	100.00	0.00	28.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	20	20	100.00	0.00	50.00
<b>English Learners</b>	52	52	100.00	0.00	11.54
<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>	109	109	100.00	0.00	24.77
<b>Students Receiving Migrant Education Services</b>	18	18	100.00	0.00	22.22
<b>Students with Disabilities</b>	26	26	100.00	0.00	7.69

### 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	35.71	28.3	35.71	28.3	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	28.30
Female	25	25	100.00	0.00	20.00
Male	28	28	100.00	0.00	35.71
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	44	44	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	24.44
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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <ul style="list-style-type: none"><li>• Become a member of the Vallecitos School Site Council committee.</li><li>• Become a member of the District English Language Advisor Committee (DELAC).</li><li>• Become a member of the PTO or join the PTO board.</li><li>• Volunteer to support an after school club, such as art, science, or music.</li><li>• Volunteer at school wide PTO sponsored events.</li><li>• Attend parent engagement activities offered at various points in the year.</li><li>• Volunteer in the classroom or other areas on campus.</li></ul> <p>For more information on parent involvement, please feel free to contact the main office, or visit with your child's classroom teacher.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	218	207	18	8.7
Female	102	95	7	7.4
Male	116	112	11	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	174	14	8.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	29	28	4	14.3
English Learners	90	86	6	7.0
Foster Youth	--	--	--	--
Homeless	22	21	1	4.8
Socioeconomically Disadvantaged	177	167	14	8.4
Students Receiving Migrant Education Services	40	37	1	2.7
Students with Disabilities	37	37	1	2.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.46	0.99	0.92	4.46	0.99	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.49	0.46	0	0.49	0.46	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.92	0.46
Female	0.00	0.00
Male	1.72	0.86
Non-Binary	0.00	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	1.09	0.54
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.11	1.11
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.13	0.56
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.41	2.70

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The School Safety Plan is reviewed, updated, and approved by the Vallecitos School Site Council on an annual basis on, or before March 1. The Safety Plan is also reviewed by local law enforcement and fire department to ensure that the strategies included align with current best practices. The Vallecitos Board of Trustees reviews major components of the plan on an annual basis as well. A copy of the public 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.

#### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	2	0	0
1	19	1	0	0
2	23	0	1	0
3	11	2	0	0
4	24	0	1	0
5	17	1	0	0
6	22	0	1	0
Other	0	0	0	0

#### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	1	0	0
1	11	1	0	0
2	15	1	0	0
3	23	0	1	0
4	23	0	1	0
5	25	0	1	0
6	18	1	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	1		
4	23		1	
5	24		1	
6	25		1	
Other	23		2	

## 2024-25 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	190

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$21,663	\$9,190	\$12,473	\$75,061
District	N/A	N/A	\$12,473	\$77,395
Percent Difference - School Site and District	N/A	N/A	0.0	-3.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	11.2	-12.8

## Fiscal Year 2024-25 Types of Services Funded

Types of Programs and Services Available:

- Free breakfast, lunch, and supper 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 Boys and Girls Club, 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 Learning Specialist/Counselor provides mental health and social emotional learning for all students. She monitors student's emotional states, their engagement in school, and provides families in need access to additional community resources.
- Spring Break and Summer Camps in partnership with the Boys and Girls Club of North County to provide engaging enrichment activities for students.
- Summer school reading and math support for students needing additional instruction.
- Transitional Kindergarten offered as a full day program.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$49,837	\$55,248
<b>Mid-Range Teacher Salary</b>	\$73,518	\$80,746
<b>Highest Teacher Salary</b>	\$106,880	\$109,655
<b>Average Principal Salary (Elementary)</b>	\$124,888	\$133,828
<b>Average Principal Salary (Middle)</b>		\$142,253
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$170,000	\$155,954
<b>Percent of Budget for Teacher Salaries</b>	26.98%	25.26%
<b>Percent of Budget for Administrative Salaries</b>	9.06%	6.12%

## 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, and during the school year. 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 three years.

### 2022-2023

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

### 2023-2024

- Science Curriculum Training (Savvas Learning Company)
- Culture and Climate Training (SDCOE)
- 2 days PLC At Work Training (Solution Tree)
- Crisis Prevention Institute Training
- CPR Certification Training
- iReady Implementation Training (iReady)
- Guided Reading Intervention Training (Home Grown)

### 2024-2025

- CPR Certification Training
- iReady Training (iReady)

Professional Development

- Synergy Gradebook Training
- CPI Training

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6