

# Vallecitos Elementary School

## 2021 School Accountability Report Card



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

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

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Vallecitos Elementary School
<b>Street</b>	5211 Fifth St.
<b>City, State, Zip</b>	Rainbow, CA 92028
<b>Phone Number</b>	(760) 728-7092
<b>Principal</b>	Dr. Maritza Koeppen
<b>Email Address</b>	mkoeppen@vallecitossd.net
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	37 68437 6040562

## 2021-22 District Contact Information

<b>District Name</b>	Vallecitos Elementary School District
<b>Phone Number</b>	(760) 728-7092
<b>Superintendent</b>	Dr. Maritza Koeppen
<b>Email Address</b>	mkoeppen@vallecitossd.net
<b>District Website Address</b>	www.vallecitossd.net

## 2021-22 School Overview

Vallecitos Elementary School is located in the rural community of Rainbow in Northern San Diego County. The school has served the community of Rainbow since 1885. Currently, the school population consists of 183 students in grades K-8, and can service up to 24 preschool students.

Vallecitos School serves the following demographic groups:

90% Hispanic  
8.6% White  
1.4% Other  
Socioeconomic Disadvantaged: 99.5%  
English language learners: 55.6%  
Students with disabilities: 11.5%

Vallecitos School has one teacher per grade level, with the exception of a first and second grade combination class. 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 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.

## 2021-22 School Overview

- 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	27
Grade 3	15
Grade 4	18
Grade 5	19
Grade 6	24
Grade 7	21
Grade 8	17
<b>Total Enrollment</b>	<b>187</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Black or African American	0.5
Hispanic or Latino	89.8
Two or More Races	1.1
White	8.6
English Learners	55.6
Homeless	1.6
Socioeconomically Disadvantaged	100
Students with Disabilities	11.2

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

## 2019-20 Class Assignments

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

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

Year and month in which the data were collected		Fall 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<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.	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## 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.

Year and month of the most recent FIT report

01/24/2022

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		Room 3: Drywall needs repair. Room 4: Cabinets need repair. Room 6: Cabinets need repair. Room 14: Some wood rot/water damage to window sill.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Replace cover plate for electrical box outside room 5.
<b>Structural:</b> Structural Damage, Roofs	X			Room 17: Roof needs patching to prevent leaks.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Blacktop needs sealing. Gutter near lunch tables needs a bracket.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	111	15	13.51	86.49	60
<b>Female</b>	57	5	8.77	91.23	--
<b>Male</b>	54	10	18.52	81.48	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	15	14.71	85.29	60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	57	5	8.77	91.23	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	111	15	13.51	86.49	60
<b>Students Receiving Migrant Education Services</b>	38	5	13.16	86.84	--
<b>Students with Disabilities</b>	16	1	6.25	93.75	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	111	16	14.41	85.59	18.75
Female	57	6	10.53	89.47	--
Male	54	10	18.52	81.48	--
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	102	16	15.69	84.31	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	57	5	8.77	91.23	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	16	14.41	85.59	18.75
Students Receiving Migrant Education Services	38	5	13.16	86.84	--
Students with Disabilities	16	2	12.50	87.50	--

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

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

3rd Grade Student Groups	3rd Grade Total Enrollment	3rd Grade Number Tested	3rd Grade Percent Tested	3rd Grade Percent Not Tested	3rd Grade Percent At or Above Grade Level
All Students	14	14	100%	0%	50%
Female	8	8	100%	0%	57%
Male	6	6	100%	0%	43%
Hispanic or Latino	13				54%
White	1				0%

English Learners	12				25%
Socioeconomically Disadvantaged	11				36%
Students Receiving Migrant Education Services	2				0%
Students with Disabilities	2				0%
4th Grade Student Groups	4th Grade Total Enrollment	4th Grade Number Tested	4th Grade Percent Tested	4th Grade Percent Not Tested	4th Grade Percent At or Above Grade Level
All Students	19	19	100%	0%	21%
Female	7	7	100%	0%	25%
Male	12	12	100%	0%	75%
Hispanic or Latino	18				22%
White	1				0%
English Learners	12				0%
Socioeconomically Disadvantaged	16				13%
Students Receiving Migrant Education Services	5				0%
Students with Disabilities	3				0%
5th Grade Student Groups	5th Grade Total Enrollment	5th Grade Number Tested	5th Grade Percent Tested	5th Grade Percent Not Tested	5th Grade Percent At or Above Grade Level
All Students	19	19	100%	0%	21%
Female	11	11	100%	0%	75%
Male	8	8	100%	0%	25%
Hispanic or Latino	18				17%
White	1				100%
English Learners	9				11%
Socioeconomically Disadvantaged	16				19%
Students Receiving Migrant Education Services	5				0%
Students with Disabilities	0				N/A
6th Grade Student Groups	6th Grade Total Enrollment	6th Grade Number Tested	6th Grade Percent Tested	6th Grade Percent Not Tested	6th Grade Percent At or Above Grade Level
All Students	22	22	100%	0%	45%
Female	12	12	100%	0%	60%
Male	10	10	100%	0%	40%
Hispanic or Latino	20				40%
White	2				100%
English Learners	11				0%
Socioeconomically Disadvantaged	15				20%
Students Receiving Migrant Education Services	7				29%
Students with Disabilities	6				0%

7th Grade Student Groups	7th Grade Total Enrollment	7th Grade Number Tested	7th Grade Percent Tested	7th Grade Percent Not Tested	7th Grade Percent At or Above Grade Level
All Students	20	20	100%	0%	55%
Female	12	12	100%	0%	45%
Male	8	8	100%	0%	55%
Hispanic or Latino	16				25%
Two or More Races	1				0%
White	3				33%
English Learners	7				14%
Socioeconomically Disadvantaged	14				29%
Students Receiving Migrant Education Services	4				25%
Students with Disabilities	5				20%

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

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

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

3rd Grade Student Groups	3rd Grade Total Enrollment	3rd Grade Number Tested	3rd Grade Percent Tested	3rd Grade Percent Not Tested	3rd Grade Percent At or Above Grade Level
All Students	14	14	100%	0%	21%
Female	8	8	100%	0%	34%%
Male	6	6	100%	0%	66%
White	1	1	100%	0%	0%
English Learners	12				17%
Socioeconomically Disadvantaged	11				18%
Students Receiving Migrant Education Services	2				0%
Students with Disabilities	2				0%

4th Grade Student Groups	4th Grade Total Enrollment	4th Grade Number Tested	4th Grade Percent Tested	4th Grade Percent Not Tested	4th Grade Percent At or Above Grade Level
All Students	19	19	100%	0%	21%
Female	7	7	100%	0%	25%
Male	12	12	100%	0%	75%
Hispanic or Latino	18				17%
White	1				100%
English Learners	12				0%
Socioeconomically Disadvantaged	16				6%

<b>Students Receiving Migrant Education Services</b>	5				0%
<b>Students with Disabilities</b>	3				0%
<b>5th Grade Student Groups</b>	<b>5th Grade Total Enrollment</b>	<b>5th Grade Number Tested</b>	<b>5th Grade Percent Tested</b>	<b>5th Grade Percent Not Tested</b>	<b>5th Grade Percent At or Above Grade Level</b>
<b>All Students</b>	19	19	100%	0%	26%
<b>Female</b>	11	11	100%	0%	83%
<b>Male</b>	8	8	100%	0%	17%
<b>Hispanic or Latino</b>	18				28%
<b>White</b>	1				100%
<b>English Learners</b>	9				0%
<b>Socioeconomically Disadvantaged</b>	16				19%
<b>Students Receiving Migrant Education Services</b>	5				40%
<b>Students with Disabilities</b>	0				N/A
<b>6th Grade Student Groups</b>	<b>6th Grade Total Enrollment</b>	<b>6th Grade Number Tested</b>	<b>6th Grade Percent Tested</b>	<b>6th Grade Percent Not Tested</b>	<b>6th Grade Percent At or Above Grade Level</b>
<b>All Students</b>	22	22	100%	0%	45%
<b>Female</b>	12	12	100%	0%	60%
<b>Male</b>	10	10	100%	0%	40%
<b>Hispanic or Latino</b>	20				15%
<b>White</b>	2				100%
<b>English Learners</b>	11				0%
<b>Socioeconomically Disadvantaged</b>	15				0%
<b>Students Receiving Migrant Education Services</b>	7				0%
<b>Students with Disabilities</b>	6				0%
<b>7th Grade Student Groups</b>	<b>7th Grade Total Enrollment</b>	<b>7th Grade Number Tested</b>	<b>7th Grade Percent Tested</b>	<b>7th Grade Percent Not Tested</b>	<b>7th Grade Percent At or Above Grade Level</b>
<b>All Students</b>	20	20	100%	0%	50%
<b>Female</b>	12	12	100%	0%	50%
<b>Male</b>	8	8	100%	0%	50%
<b>Hispanic or Latino</b>	16				44%
<b>Two or More Races</b>	1				100%
<b>White</b>	3				67%
<b>English Learners</b>	7				0%
<b>Socioeconomically Disadvantaged</b>	14				29%
<b>Students Receiving Migrant Education Services</b>	4				25%
<b>Students with Disabilities</b>	5				0%

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

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	35	NT	NT	NT	NT
<b>Female</b>	17	NT	NT	NT	NT
<b>Male</b>	18	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	34	NT	NT	NT	NT
<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>	--	NT	NT	NT	NT
<b>English Learners</b>	15	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	35	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	13	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	206	192	5	2.6
Female	100	93	2	2.2
Male	106	99	3	3.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	179	172	5	2.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	24	17	0	0.0
English Learners	113	108	3	2.8
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	181	172	5	2.9
Students Receiving Migrant Education Services	63	62	3	4.8
Students with Disabilities	25	23	1	4.3

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.89	0.00	0.89	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.47	0.47	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

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

### Information Required in the SARC

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

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

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	20	1		
2	21		1	
3	18	1		
4	23		1	
5	24		1	
6	15	1		

### 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		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,874.64	\$5,174.47	\$9,700.17	\$71,750.58
<b>District</b>	N/A	N/A	\$9,700.17	\$72,652.08
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-199.6
<b>State</b>			\$8,444	\$72,352
<b>Percent Difference - School Site and State</b>	N/A	N/A	13.8	-199.6

## 2020-21 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.
- 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 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.
- 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.
- California State Preschool Program (CSPP) for students ages 3 - 4.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$47,265
<b>Mid-Range Teacher Salary</b>		\$69,813
<b>Highest Teacher Salary</b>		\$91,237
<b>Average Principal Salary (Elementary)</b>		\$113,466
<b>Average Principal Salary (Middle)</b>		\$115,186
<b>Average Principal Salary (High)</b>		\$0
<b>Superintendent Salary</b>		\$131,359
<b>Percent of Budget for Teacher Salaries</b>	29%	30%
<b>Percent of Budget for Administrative Salaries</b>	8%	7%

## Professional Development

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.

## Professional Development

- 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	21	15	20

# Vallecitos Elementary School District

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

# Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

## 2021-22 District Contact Information

<b>District Name</b>	Vallecitos Elementary School District
<b>Phone Number</b>	(760) 728-7092
<b>Superintendent</b>	Dr. Maritza Koeppen
<b>Email Address</b>	<a href="mailto:mkoeppen@vallecitossd.net">mkoeppen@vallecitossd.net</a>
<b>District Website Address</b>	<a href="http://www.vallecitossd.net">www.vallecitossd.net</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	111	15	13.51	86.49	60.00
<b>Female</b>	57	5	8.77	91.23	--
<b>Male</b>	54	10	18.52	81.48	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	15	14.71	85.29	60.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	57	5	8.77	91.23	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	111	15	13.51	86.49	60.00
<b>Students Receiving Migrant Education Services</b>	38	5	13.16	86.84	--
<b>Students with Disabilities</b>	16	1	6.25	93.75	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	111	16	14.41	85.59	18.75
<b>Female</b>	57	6	10.53	89.47	--
<b>Male</b>	54	10	18.52	81.48	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	102	16	15.69	84.31	18.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	57	5	8.77	91.23	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	111	16	14.41	85.59	18.75
<b>Students Receiving Migrant Education Services</b>	38	5	13.16	86.84	--
<b>Students with Disabilities</b>	16	2	12.50	87.50	--

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

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

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

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

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

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

