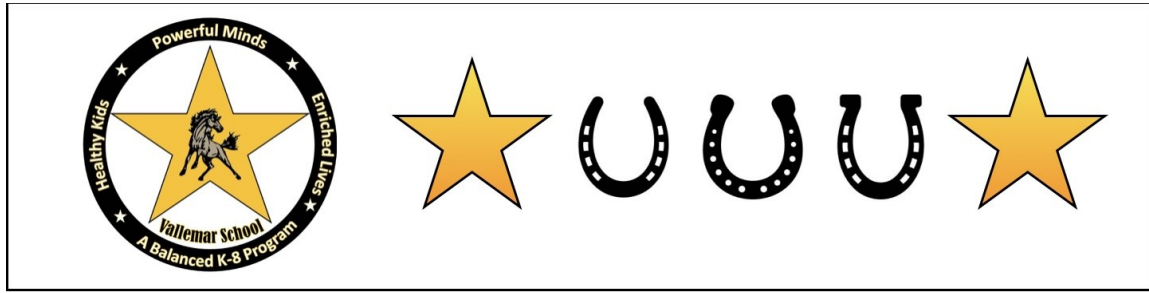# Vallemar Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 School Contact Information

School Name	Vallemar Elementary School
Street	377 Reina del Mar Ave
City, State, Zip	Pacifica, California 94044
Phone Number	(650) 738-6655
Principal	Laura Vuskovic
Email Address	lvuskovic@pacificasd.org
School Website	pacificasd.org/VS/
County-District-School (CDS) Code	41 68932 6044051

2023-24 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Darnise Williams
Email Address	dwilliams@pacificasd.org
District Website	www.pacificasd.org

2023-24 School Description and Mission Statement

Welcome! Vallemar School offers an enriching environment that cultivates character, fosters academic excellence, and develops future leaders. Our transitional kindergarten through 8th-grade program aims to fulfill the intellectual and academic development of each child in our ever-changing world. We strive to help children master skills for continued learning, teach children to reason logically and objectively, challenge each child to develop their full potential and promote in students a sense of citizenship, community involvement, and personal responsibility. Vallemar develops powerful minds, healthy kids, and enriched lives in our kindergarten through the 8th-grade program.

At Vallemar School, we pride ourselves on our partnerships with our dedicated staff, outstanding parent group, and community to ensure that we develop powerful minds, healthy kids, and enriched lives in our TK through 8th-grade program. We value and celebrate the diversity of our students and strive to provide an inclusive, welcoming, and equitable environment for all.

We benefit from numerous community organizations, including the Pacifica Education Foundation, the Boys and Girls Club, Spindrift, and the Pacifica Parks, Beaches, and Recreation. Our school offers a robust music program, art classes, and PE throughout all grades. Additionally, students have access to after-school enrichment classes offered through our PTO.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	59
Grade 2	75
Grade 3	57
Grade 4	57
Grade 5	46
Grade 6	54
Grade 7	59
Grade 8	29
Total Enrollment	490

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
Asian	8.6%
Black or African American	0.6%
Filipino	5.1%
Hispanic or Latino	31.2%
Two or More Races	15.5%
White	39%
English Learners	10.8%
Foster Youth	0.2%
Homeless	1.2%
Socioeconomically Disadvantaged	16.1%
Students with Disabilities	12%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.70	99.78	126.00	90.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	5.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.30	1.70	12115.80	4.41
Unknown	0.00	0.22	1.90	1.36	18854.30	6.86
Total Teaching Positions	22.80	100.00	139.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	94.63	113.10	84.66	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	5.37	10.80	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.64	11953.10	4.28
Unknown	0.00	0.00	7.80	5.84	15831.90	5.67
Total Teaching Positions	23.20	100.00	133.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics/2016 Board Approved CPM Core Connections (6-8)/2014	Yes	0

Science	Carolina Building Blocks of Science(TK-5)/2023 California HMH Science Dimensions (6-8) 2020	Yes	0
History-Social Science	Houghton Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002 Teachers' Curriculum Institute (TCI): History Alive! California Series (6-8)/2018	Yes	0
Foreign Language	N/A		
Health	Puberty Talk, gr. 5/2016 (Health Connected) Teen Talk gr. 7/2016 (Health Connected) The Puberty Workshop (5)/2013 Glencoe Teen Health Course 1 & 2, Project Alert (6-8)/2005	Yes	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. BOYS REST ROOM/ D-15: 2. VENT COVER IS RUSTED. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM/ D-14: 2. VENT COVER IS RUSTED. DIRTY VENT. STORAGE/ AD-9: 2. DIRTY VENT.
Interior: Interior Surfaces		X		BOYS REST ROOM/ F-7: 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. CUSTODIAL/ A-6: 4. WATER DAMAGE TO WALL. CUSTODIAN/ F-5: 4. HOLE IN CEILING. F-3: 4. DRAWERS ARE BROKEN. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. GIRLS REST ROOM/ AD-22: 4. WALL TILES ARE BROKEN. HOLE IN WALL GIRLS REST ROOM/ B-6: 4. SOAP DISPENSER TOP IS MISSING. GIRLS REST ROOM/ C-6: 4. SOAP DISPENSER TOP IS MISSING. P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING.

School Facility Conditions and Planned Improvements

			P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. BOYS REST ROOM/ C-5: 5. URINE SCALE IN URINAL. 8. URINAL IS NOT FLUSHING PROPERLY. C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CONFERENCE/ AD-8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. F-3: 4. DRAWERS ARE BROKEN. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. MUSIC/ F-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS BROKEN. EVACUATION MAP IS NOT POSTED. P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING. P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT

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			PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. STAFF ROOM/ AD-12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. UNISEX REST ROOM/ F-6: 5. FECES LEFT IN TOILET.
Electrical		X	ASSISTANT PRINCIPAL/ AD-6: 7. TWO LIGHT PANELS ARE OUT. B1: 7. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT IS PEELING ON COVERED WALKWAY. ELECTRICAL/ AD-18: 7.USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. MULTI-USE/ AD-20: 7. ONE CAN LIGHT IS OUT. P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING. P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. STAFF ROOM/ AD-12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. STORAGE/ C-11: 7. LIGHT DIFFUSERS ARE MISSING. STORAGE/ C-12: 7. LIGHT DIFFUSERS ARE MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. ADULT REST ROOM/ D-13: 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM/ B-5: 8. ONE TOILET IS NOT FLUSHING PROPERLY. BOYS REST ROOM/ C-5: 5. URINE SCALE IN URINAL. 8. URINAL IS NOT FLUSHING PROPERLY. BOYS REST ROOM/ D-15: 2. VENT COVER IS RUSTED. 9. ONE FAUCET HAS A LOW FLOW. BOYS REST ROOM/ F-7: 4. SOAP DISPENSER COVER IS MISSING. 9. FAUCET HAS A LOW FLOW. GIRLS REST ROOM/ F-9: 8. TOILET IS LOOSE AT BASE AND NOT FLUSHING PROPERLY.

				MENS REST ROOM/ AD-7: 9. FAUCET LEAKS AT HANDLE. NURSE/ AD-3: 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL OF RR. WOMENS REST ROOM/ AD-11: 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	X			A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. A2: 2. DIRTY VENT IN RR. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. EVACUATION MAP IS NOT POSTED. A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. B1: 7. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT IS PEELING ON COVERED WALKWAY. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. MUSIC/ F-2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS BROKEN. EVACUATION MAP IS NOT POSTED. NURSE/ AD-3: 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL OF RR. P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. ROOM HAS A SKUNK LIKE ODOR. 7. ONE LIGHT PANEL IS OUT. OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.
Structural: Structural Damage, Roofs	X			A1: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS OBSCURED. 12. COVERED WALKWAY IS RUSTED/DETERIORATING. E-1: 13. DAMAGE TO EAVES FLASHING/FACIA. P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING. P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY

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				CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			A3: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. 15. THRESHOLD IS MISSING. A4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM/ AD-21: 15. DOOR CLOSER COVER IS MISSING. KITCHEN/ AD-15: 15. HOLES ARE RUSTED THROUGH BASE OF EXTERIOR DOOR. LIBRARY/ F-1: 15. DOORS ARE RUSTED. OFFICE/ D-11: 15. DOOR CLOSER COVERS ARE MISSING (HALLWAY). P1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 13. FACIA IS RUSTED. 15. WINDOW SCREEN IS MISSING. P2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AREA OF ROOM IS EXTREMELY CLUTTERED. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 13. EAVES ARE RUSTED. 14. HOLES IN RAMP. 15. WINDOW SCREEN IS MISSING. P3: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER HAS A WATER STAIN. 15. WINDOW SCREENS ARE MISSING. P5: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 13. EAVES ARE RUSTED. 15. WINDOW SCREEN IS MISSING. STORAGE/ AD-13: 15. DOOR TO OFFICE DOES NOT SHUT PROPERLY.

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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	59	53	53	47	46
Mathematics (grades 3-8 and 11)	57	63	51	53	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	293	97.34	2.66	59.04
Female	149	144	96.64	3.36	60.42
Male	152	149	98.03	1.97	57.72
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	62.50
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	103	100	97.09	2.91	47.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	60	60	100.00	0.00	63.33
White	93	88	94.62	5.38	65.91
English Learners	28	28	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	49	96.08	3.92	38.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	18.92

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	300	292	97.33	2.67	63.36
Female	149	144	96.64	3.36	63.89
Male	151	148	98.01	1.99	62.84
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	103	100	97.09	2.91	56.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	60	60	100.00	0.00	73.33
White	92	87	94.57	5.43	62.07
English Learners	28	28	100.00	0.00	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	21.05

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	43.53	46.48	40.00	40.55	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	71	93.42	6.58	46.48
Female	43	38	88.37	11.63	50.00
Male	33	33	100.00	0.00	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	30	90.91	9.09	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	18	16	88.89	11.11	31.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	16	88.89	11.11	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91	96	96	96	98
Grade 7	100	100	100	100	100
Grade 9	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.

2023-24 Opportunities for Parental Involvement

Vallemar School has a very active Parent-Teacher Organization (PTO), with many parents and teachers participating. Every year, the PTO raises around $100,000 for the school. Additionally, parents contribute hundreds of hours of volunteer support for school programs, activities, and fundraisers. The school's "What a Difference a Day Makes" program encourages each family to volunteer at least 24 hours a year. There is a lot of hands-on involvement with parents helping in classrooms, field trips, and the library. Parents are also included in important school committees such as the School Site Council, English Language Advisory Council, PTO Board, and many other PTO positions.

Vallemar's VIP (Vallemar's Informational Packet) is the school's newsletter, which is sent home electronically every Wednesday. It contains general news about our school, upcoming events, fundraisers, and information from individual classrooms. The School Site Council, which consists of the school principal, teachers, students, and parents, continually reviews family engagement practices and develops a plan to increase student outcomes by focusing on academics and social-emotional learning. Families are also invited to provide their input through a yearly district survey.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	503	71	14.1
Female	245	244	35	14.3
Male	261	259	36	13.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	41	41	2	4.9
Black or African American	3	3	0	0.0
Filipino	25	25	0	0.0
Hispanic or Latino	161	159	34	21.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	78	78	9	11.5
White	197	197	26	13.2
English Learners	58	56	11	19.6
Foster Youth	1	1	1	100.0
Homeless	9	8	3	37.5
Socioeconomically Disadvantaged	89	87	29	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	64	15	23.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.29	0.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

At Vallemar School, we prioritize the safety of our students above all else. Our safety plans are regularly evaluated and updated to ensure the safety of all students and staff. The plans were developed collaboratively by school personnel, local emergency officials, and the county office of education. The aim of the plans is to identify and support school personnel in responding to emergencies or disasters. It is intended to be used as a guide for best practices, with flexibility in procedures where necessary. In addition, Vallemar has worked closely with the school district and the County Department of Public Health to address the safety needs of students and staff around COVID-19.

We conduct monthly safety drills and maintain emergency supplies, including food and water. The school also participates in the Great California Shakeout. Drills include evacuating the building, practicing securing the campus, and establishing communication protocols. After each drill, the school evaluates and revises emergency guidelines accordingly. The school grounds are monitored informally by all staff. All visitors must sign in at the front desk in the main office before coming on campus, wear a visitor's badge, and sign out when they leave. We lock the school's perimeter after drop-off so that there is only one main entry point at the front of the school during school hours. As an added precaution, we also have teachers keep their exterior doors locked during the school day. We follow the BIG Five emergency procedures outlined by San Mateo County. We revise our School Safety Plan every school year, and it is available for review at the school and district.

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.

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	19	3	1	
1	18	1	2	
2	19	1	2	
3	18	2	1	
4	19	1	2	
5	19	1	2	
6	13	7	6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22		3	
2	23		2	
3	23		2	
4	24		2	
5	28		2	
6	25		11	
Other	24		2	

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	21	1	1	0
1	24	0	2	0
2	22	0	3	0
3	24	0	2	0
4	29	0	2	0
5	23	0	2	0
6	27	0	13	0
Other	22	1	1	0

2022-23 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	490

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$6,869	$443	$6,426	$71,095
District	N/A	N/A	$4,666	$70,524
Percent Difference - School Site and District	N/A	N/A	31.7	0.8
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-16.8	-21.6

Fiscal Year 2022-23 Types of Services Funded

Vallemar's school counselor and principal collaborate with the teachers to provide support for our unduplicated pupils in order to enhance their academic success. The counselor and principal closely monitor the progress of these students and adjust the support as necessary. They also keep a record of our chronic absenteeism and work with families to help improve attendance. They facilitate our school climate and safety committee to maintain a positive school climate for all students.

For the academic year 2023-24, the PTO funds various programs such as supplemental curriculum, art instruction for K-8th grade, field trips, music instruction for K-2nd grade, Legarza sports, psychomotor education for K-3rd grade, student agendas, supplies, after-school programs, and a position for a crossing guard.

For the academic year 2020-21, the school has allocated funds for release time for teachers to plan, collaborate and assess, school assistants, reading support intervention, phonological awareness curriculum, office and classroom supplies, supplemental curriculum, PE/recess equipment, library supplies and books, SEL school-wide book club materials, outdoor recess equipment, and a math combo support aide funded by the district. Our district also supports afterschool extended learning opportunities for unduplicated TK/K students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,594	$54,046
Mid-Range Teacher Salary	$68,260	$84,515
Highest Teacher Salary	$90,543	$110,867
Average Principal Salary (Elementary)	$136,545	$136,841
Average Principal Salary (Middle)	$144,070	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$220,461	$217,473
Percent of Budget for Teacher Salaries	28.02%	32.43%
Percent of Budget for Administrative Salaries	6.73%	5.62%

Professional Development

Each year, Pacifica School District has three district-wide Professional Development Days. These three days align with district-wide initiatives based on student achievement and school climate data. In 2021-2022, our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE. In 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second was site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. K-5 teachers received Bridges Mathematics curriculum training, and 6th-8th Science teachers had training on NGSS Aligned Instructional Sequences. Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. The third professional development day was around Universal Design for Learning (UDL).

In 2023-2024, the first PD day focused on identifying the dispositions and developing Pacifica School District's Portrait of a Learner. The second district-wide professional development day included reviewing the district goals and Portrait of a Pacifica Learner; introducing the Attendance "Strive for 95" Campaign; equity training from the Anderson Group; and Science training for all our TK-5 teachers and 6th-8th science teachers. The third day was spent in Sexual Orientation and Gender Identity/Expression training (SOGIE) provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

The Vallemar staff attends district-wide staff development days, and classes are dismissed early on Wednesdays for staff development and collaboration. In the academic year 2023-24, Wednesdays are dedicated to developing plans for equity and inclusion of all students, social/emotional learning, and support materials. Our staff participates in ongoing professional development to deepen their knowledge and implement best practices in all subject areas. Whenever the district adopts new materials, our teachers receive training from experts from the publisher and the district. Vallemar's new teachers are paired with mentors in the district for support and guidance. We also encourage and support teachers to visit other classrooms to observe best teaching practices and tier-one strategies that work.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3