

Valley Oaks Elementary School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-6

540 Vallejo Street Petaluma, CA 94952

Phone: (707) 778-4794 Fax: (707) 778-4898

Website: www.valleyoaksschool.org

Greta Viguie, Ed.D.
Superintendent

Lyn Moreno
Principal

Principal's Message

Valley Oaks School is an Independent Study School for students in kindergarten through sixth grade. We offer a free and appropriate education for students and families who are interested in a unique and Standards-based education. We use State-approved and local School Board-approved material. Please visit our Web site to learn more or visit and attend a monthly informational meeting.

Parental Involvement

Parents are essential for Independent Study. Parents attend all meetings with their children and the teacher. Parents can participate in field trips, activities, and special projects.

For more information on how to become involved, contact David Putney, Principal, at (707) 778-4794.

School Safety

The School Safety Plan integrates into the Site Safety Plan in that regular fire alarms, emergency, and disaster planning occur regularly. Please refer to the Web site for additional information.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in November and December 2010.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Professional Development

All teachers K-6 attended five days of SB472 training focused on the use of the newly adopted Envision Mathematics program. All new administrators attended AB430 administrative training. All administrators K-12 participated in ELL program development training. High School teachers worked with a facilitator to develop common writing rubrics. The District also provides an early release day every Wednesday for collaborative time among teachers in either department or interdisciplinary settings.

In previous school years, three days were dedicated to staff and professional development each year.

"Home of the Acorns!"



Petaluma City Schools

200 Douglas Street
Petaluma, CA 94952

Phone: (707) 778-4813

www.petalumacityschools.org



Mission Statement

The Petaluma City Elementary and Joint Union High School Districts are committed to providing opportunities for all students to be challenged and motivated in school so that upon graduation, they will be successful in their future educational endeavors, careers, and community.

Textbooks and Instructional Materials

All students have current textbooks in good condition. All students have textbooks from the most recent State-adopted lists and every student has access to their own textbooks. All materials are ordered through the Petaluma City Schools District Office.

In grades K-6, District committees are responsible for recommending new textbooks for adoption once the State-approved list has been published. In 2006-07, new social studies books were purchased.

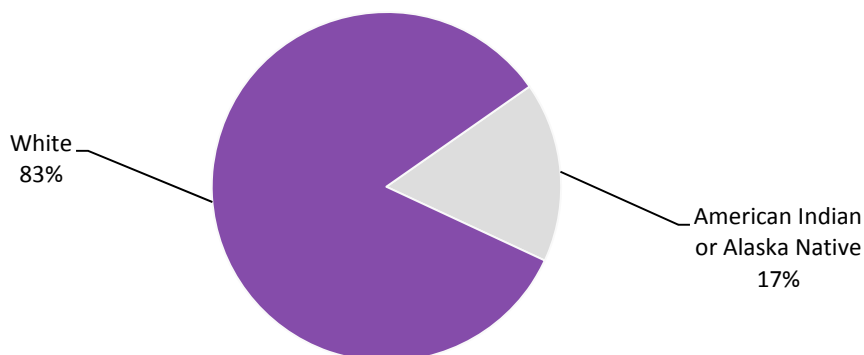
As individual plans are developed, music and art standards are incorporated for the independent study environment.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin series (K-6)	2003
English-Language Arts	Houghton Mifflin	2000
Mathematics	Harcourt or Houghton Mifflin series (K-6)	2002
Mathematics	Math, Saxon, 1987 (4-6)	1995
Mathematics	Progress in Math, Oxford Press (K-3)	1999
Mathematics	Math Steps, Houghton Mifflin (K-3)	1999
Science	Houghton Mifflin (K-6)	1999
Science	Discovery Works, Houghton Mifflin (K-5)	1999
Science	Focus on the Earth, Prentice Hall (6)	2000
History-Social Science	Pearson-Scott Foresman (K-5)	2006
History-Social Science	TCI (6)	2006
Social-Science	Houghton Mifflin	2000

Note: This data was most recently collected and verified in August 2010.

Enrollment and Demographics

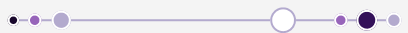
The total enrollment at the school was 6 students for the 2009-10 school year.



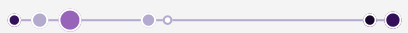
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Valley Oaks ES	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



“We offer a free and appropriate education for students and families who are interested in a unique and Standards-based education.”



Class Size

Due to low enrollment, the three-year data for average class size is not shown.

School Facility Items Inspected

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			9/4/2010
Date of the Most Recent Completion of the Inspection Form			9/4/2010

Note: At the time of this school facility inspection, no deficiencies were found.

“Valley Oak’s work environment for students and staff reflects the standards of both our school and our community.”

School Facilities

Valley Oaks School is a two-room school. This school coexists with our secondary school and our neighbor, the continuation high school. The first room is 15 years old and room two is eight years old. The facility is in good working order.

The Independent Study Center is located in a modernized facility on the same site as a small high school. The programs share a full-time custodian whose hours span the school day and into the evening to ensure that classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Petaluma City School Districts to ensure that all classrooms and facilities are maintained to an adequate degree.

Valley Oak’s work environment for students and staff reflects the standards of both our school and our community. District personnel inspect our school regularly. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus.

“Parents are essential for Independent Study.”



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension Rate			
Valley Oaks ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Petaluma City Schools			
07-08	08-09	09-10	
0.045	0.030	0.038	
Expulsion Rate			
Valley Oaks ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Petaluma City Schools			
07-08	08-09	09-10	
0.000	0.000	0.000	

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Please note that scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Valley Oaks Elementary School.

Percentage of Students Scoring At Proficient or Advanced Levels

	Valley Oaks ES			Petaluma City Schools			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	❖	❖	❖	53%	61%	61%	46%	50%	52%
Mathematics	❖	❖	❖	56%	60%	63%	43%	46%	48%
Science	❖	❖	❖	59%	58%	66%	46%	50%	54%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

District STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	61%	63%	66%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Valley Oaks Elementary School. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Valley Oaks ES		Petaluma City Schools	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	**		Yes	
Graduation Rate	✧		Yes	

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for Valley Oaks Elementary School.

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Valley Oaks ES	Petaluma City Schools
Program Improvement Status	✧	In PI
First Year of Program Improvement	✧	2010-2011
Year in Program Improvement	✧	Year 1
Number of Schools Identified for Program Improvement	4	
Percent of Schools Identified for Program Improvement	22.2%	

✧ Not applicable.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Valley Oaks Elementary School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Teacher Qualifications

Teacher Credential Information				
	Petaluma City Schools	Valley Oaks ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	117	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Valley Oaks ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Valley Oaks ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors	
Number of Academic Counselors (FTE)	0.50
Ratio of Students Per Academic Counselor	6:1

School Support Staff	
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.05
Social Worker	0.00
Nurse	0.05
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	0.50
Other	0.00

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Petaluma City Schools	Similar Sized District
Beginning Teacher Salary	\$39,566	\$41,210
Mid-Range Teacher Salary	◇	\$65,288
Highest Teacher Salary	\$75,911	\$83,339
Average Principal Salary (Elementary School)	\$100,116	\$103,189
Superintendent Salary	\$174,443	\$179,589
Teacher Salaries — Percent of Budget	39.50%	40.78%
Administrative Salaries — Percent of Budget	5.74%	5.91%

◇ Information not available.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Valley Oaks ES
Total Expenditures Per Pupil	\$93,603
Expenditures Per Pupil From Restricted Sources	\$330
Expenditures Per Pupil From Unrestricted Sources	\$93,273
Annual Average Teacher Salary	\$61,199

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Valley Oaks ES	\$93,273	\$61,199
Petaluma City Schools	\$4,714	\$61,849
California	\$5,681	\$61,250
School and District — Percent Difference	94.9%	-1.1%
School and California — Percent Difference	93.9%	-0.1%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- English Learner support
- Immigrant student support
- School and Library Improvement Block Grant program funds
- Migrant Education support, for identified migrant students
- Identified students receive support through the resource specialist program, speech and language program, full inclusion program, or the bilingual assistant.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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Innovations
& Advocacy
www.sia-us.com | 800.487.9234