

**Valley Vista Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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

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

#### **DataQuest**

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

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Vista Elementary School
Street	730 N. Webster St
City, State, Zip	Petaluma, CA 94952
Phone Number	707-778-4762
Principal	Catina Haugen
Email Address	chaugen@petk12.org
Website	www.valleyvistaelementary.org
County-District-School (CDS) Code	49708546051999

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

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

The staff and parents of Valley Vista Elementary School are committed to encouraging all children to expand their natural curiosity as we challenge each of them to reach their fullest potential in becoming responsible, fulfilled individuals.

At Valley Vista School, we believe that all children can be happy, active learners who excel within a supportive, nurturing environment. We believe that our task is raising global citizens with competencies in reading, writing, problem solving and flexibility. We encourage curious minds to find alternative paths to success, make connections between lessons and the world and build up one another through friendship and kindness.

Our students understand that their education is devoted to preparing them academically and socially to becoming lifelong learners. Educational expectations are both motivational and challenging, providing students with opportunities for instruction at their individual level. Academic learning is enriched through art, music, physical education, drama, technology, the garden, the library, etc.

The school setting is designed to assure children are safe and secure, both emotionally and physically.

We are an International Baccalaureate Candidate School. It is year four of implementation of this inquiry-based program that emphasizes global perspective, students learning an additional language, learning culminating in action and student agency all along the way. We are excited to experience the formal authorization process in the coming school year, 2021-2022.

As a staff:

We are dedicated professionals who share resources and value each other. We work together creatively and collaboratively for our students. We are committed problem solvers who are lifelong learners and encourage the same in our students. We celebrate our differences and the diversity within our learning community.

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

Grade Level	Number of Students
Kindergarten	46
Grade 1	34
Grade 2	29
Grade 3	35
Grade 4	37
Grade 5	42
Grade 6	41
<b>Total Enrollment</b>	<b>264</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.9
Asian	1.5
Hispanic or Latino	39
White	50.6
Two or More Races	5.9
Socioeconomically Disadvantaged	47.3
English Learners	21
Students with Disabilities	15.5
Homeless	1.9

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	16	15	12	129
Without Full Credential	1	2	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: January 2021

Supplementary curriculum includes Handwriting without Tears (handwriting program) for TK-4th grades. We use Freckle math (differentiated online math program) and Lexia (differentiated online phonics/reading program).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (TK-5) McGraw Hill Study Sync (6)	Yes	0
Mathematics	Everyday Math (EDM) (TK-5) CPM (6)	Yes	0
Science	Twig (TK-5) TCI (6)	Yes	0
History-Social Science	Pearson Scott Foresman (K-5) TCI (6)	Yes	0

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

## School Facility Conditions and Planned Improvements

Overall, the school facility is in good repair.

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	56	N/A	50	N/A
Mathematics (grades 3-8 and 11)	33	N/A	52	N/A	39	N/A

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

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

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

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

### CAASPP Test Results in ELA by Student Group

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

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

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

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

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

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

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

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

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

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	44	N/A	30	N/A

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

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

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

We have both formal and informal parent involvement opportunities at Valley Vista. The PTA and ELAC/SSC are the formal organizations that weigh in on decisions and programs. Volunteers make many programs available to students that would otherwise not occur. Parents and family members regularly volunteer in classrooms, in the garden, and as coordinators for annual events, such as the Latino Dinner, readathon, PTA family nights and Dine & Donate Fundraisers.

For more information on how to become involved, contact the office (707)778-4762. Valley Vista PTA, Site Council, and ELAC meet regularly through the year. Check our website, valleyvistaelementary.org for specific dates/times. All parent meetings are on Zoom during Distance Learning.



## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	1.3	4.1	3.4	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.96	6.4	NA
Expulsions	0	0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The School Safety Plan is reviewed annually and follows a District plan that includes monthly drills as well as an annual lock down drill. The School Safety Plan includes duties and resources necessary in any emergency. The PTA has a storage shed providing water, food, and emergency supplies for each child. Monthly practice drills are held with staff, which reinforces safety requirements for students and staff alike. We hold an annual professional development afternoon to review basic first aid, emergency shut off locations/procedures, student release protocols, table top emergency scenarios, etc.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		2		24		3		23		2	
1	23		1		22		1		26		1	
2	23		2		25		1					
3	22		2		25		2		25		1	
4	29		1		26		1		24		1	
5	29		2		28		2		25		1	
6	17	2			20	2			21	1	1	
Other**									21	1	3	

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

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

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

Title	Ratio
Academic Counselors*	0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.8

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,237.50	\$3,039.55	\$6,197.95	\$71,606
District	N/A	N/A	\$5,615	\$73,153
Percent Difference - School Site and District	N/A	N/A	9.9	-2.1
State	N/A	N/A	\$7,750	\$83,059
Percent Difference - School Site and State	N/A	N/A	-22.3	-14.8

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

## Types of Services Funded (Fiscal Year 2019-2020)

Title 1 funds support extra counseling, additional reading intervention for all grades and assistance in both the TK and K classrooms.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,479	\$49,782
Mid-Range Teacher Salary	\$60,056	\$76,851
Highest Teacher Salary	\$86,277	\$97,722
Average Principal Salary (Elementary)	\$103,961	\$121,304
Average Principal Salary (Middle)	\$109,099	\$128,629
Average Principal Salary (High)	\$117,833	\$141,235
Superintendent Salary	\$212,364	\$233,396
Percent of Budget for Teacher Salaries	32.61%	33.48%
Percent of Budget for Administrative Salaries	4.22%	5.57%

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

### 2020-2021

Four professional development days are built into the work year calendar. Fall PD focused on preparedness for Distance Learning given the conditions of the pandemic (COVID19). The midyear PD provides refreshers and add'l opportunities for staff to hone their online teaching skills to support student engagement, wellbeing and learning. The final PD day of the year remains unconfirmed since we may return to school in a hybrid model or remain in distance learning. We remain flexible as to our needs at that time.

### 2019-2020

Four professional development days are built into the work year calendar. We focused on social emotion curriculum for an August PD day with the other focused on diversity, equity and differentiation (a menu of options were provided). Another menu based professional development was provided in October including science materials pilot preparation. School site based PD has included reading intervention, IB training and ELD Roadmap work.

### 2018-2019

Four (4) professional development days are built into the work year calendar. With recent textbook adoptions, PD has focused on training teachers on new curriculum. At Valley Vista, we've also used PD days to focus on our shift to Primary Years Program with the International Baccalaureate. Teachers are building units of inquiry, drafting a school-wide program of inquiry and generally preparing for this major pedagogical shift. Curriculum trainings were decided by our K-12 Curriculum/Staff Development Committee. IB/PYP Training days at Valley Vista were decided on by staff consensus. Teachers are supported in both areas through early release Wednesday mini-trainings/refreshers, grade level collaboration time and other training opportunities offered by the district.

### 2017-2018

Professional development days focused on new math curriculum trainings. At the site level, we focused on research, discussion and decision making around becoming an International Baccalaureate PYP School. Curriculum trainings were provided by the publisher. Our IB work included guest speakers, videos, research, discussion and a field trip to visit a nearby IB School.