2013-2014
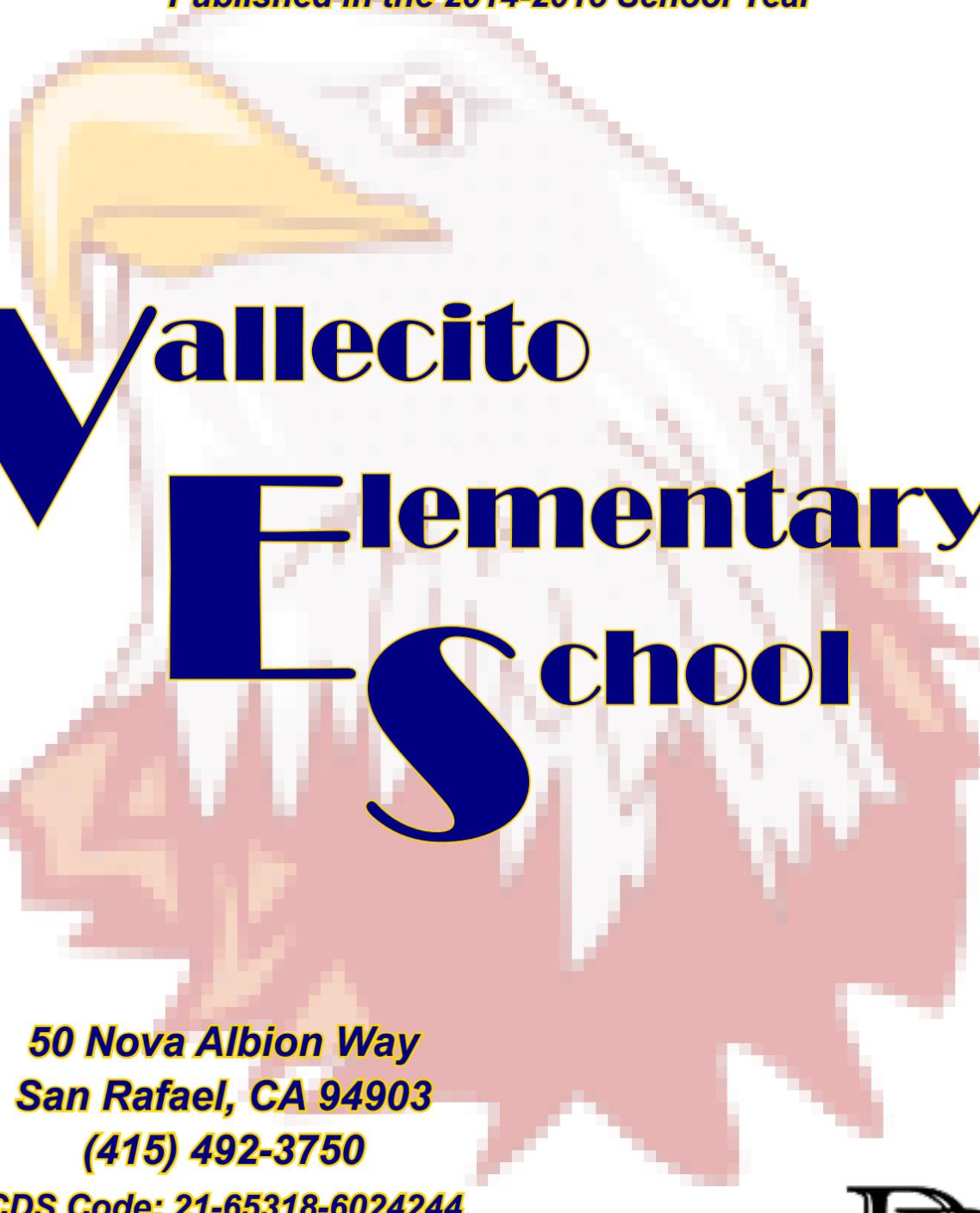# School Accountability Report Card

Published in the 2014-2015 School Year

Vallecito Elementary School

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mission Statement

Our mission is to teach all students to be purposeful learners, productive, participating, and caring citizens who will establish and accomplish appropriate goals for both self and community.

School Profile (School Year 2014-15)

The Dixie School District is an elementary district serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. Dixie School District includes three elementary schools for kindergarten through fifth grades: Dixie School, Vallecito School and Mary E. Silveira School. Sixth through eighth graders attend Miller Creek Middle School.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	2.4%
American Indian	-
Asian	8.1%
Filipino	0.4%
Hispanic or Latino	16.2%
Pacific Islander	0.9%
White	65.6%
Two or More	6.3%
None Reported	-
English Learners	16.4%
Socioeconomically Disadvantaged	15.3%
Students with Disabilities	11.6%

School Attendance & Enrollment (School Year 2013-14)

Regular attendance is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education.

The enrollment trend for the past three years is illustrated in the table.

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the District's Attendance Review Board (SARB) are used to promote student attendance.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	67	84	92
1st	60	66	81
2nd	76	64	63
3rd	82	71	65
4th	65	80	75
5th	55	69	81

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	22	22	23	105
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2014-15)

Dixie Elementary School District held a Public Hearing on October 14, 2014 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information (as of October 2014) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English Language Development	Santillana	2007	Yes
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes
K-5	Health	Merrill	2002	Yes
K-5	History/Social Science	Harcourt	2006	Yes
K-5	Mathematics	Wright Group	2009	Yes
K-5	Science	Pearson Scott Foresman	2007	Yes

School Facilities & Safety (School Year 2014-15)

Vallecito Elementary School is comprised of 21 classrooms, one multipurpose room/cafeteria, one library, one music room, one staff lounge, one computer lab, one drama room, one art studio, two county special education classrooms, and one after school care room. The school added a large student garden. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information is current as of October 2014.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the restrooms were in working condition.

The chart shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected.

School Facility Conditions				
Date of Last Inspection: 08/14/2014				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	86	88	78	88	84	88	60	59	60

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	88
School	78
American Indian or Alaska Native	*
Asian	*
Black or African American	*
Filipino	*
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	*
White	85
Males	75
Females	82
Socioeconomically Disadvantaged	59
English Learners	73
Students with Disabilities	57
Migrant Education	*
Two or More Races	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	80	78	75	83	85	81	54	56	55
Mathematics	81	83	78	80	82	79	49	50	50
History/Social Science	*	*	*	82	82	77	48	49	49

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	**2012**	**2013**
Statewide	9	9	9
Similar Schools	8	6	5
Group	**10-11**	**11-12**	**12-13**
All Students at the School			
Actual API Change	3	-	-15
Hispanic or Latino			
Actual API Change	30	12	-53
White			
Actual API Change	-2	-9	-4
English Learners			
Actual API Change	20	17	-

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2012-13)

In the spring of each year, Vallectio Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone 2013-14			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	22.0%	29.3%	28.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Parent Involvement (School Year 2014-15)

Vallecito Elementary greatly benefits from its supportive parents who volunteer in classrooms, the office, library, lunchroom, learning center, computer lab, and art room. Parents also serve on committees such as Home and School Club, School Site Council (SSC), Can Do!, and Spanish Speaking Parent Group.

Parents can also attend Back-to-School Night, Fall Festival, Talent Show, Family Dinner Nights, Family Education Nights, Special Performances, and Open House.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vallecito Elementary School at (415) 492-3750.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Vallecito Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through our student handbook, principal and teacher newsletters, conferences with teacher and the principal, assemblies, parent education nights (sponsored by SSC), and parent orientation and visitation meetings.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			**District**		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	4	4	10	67	107	84
Suspension Rate	1.0%	0.9%	2.2%	3.7%	5.7%	4.3%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Vallecito Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in fall 2014. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by certificated and classified staff. There is a designated area for student drop off and pick up. Visitors must sign in at the office and get a badge. Student visitors are not allowed on campus.

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.

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2011-2012	
Year in PI (2013-14)	Year 2	
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	33.3%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	22	21	23	2	1	-	1	3	4	-	-	-
1	20	22	20	3	-	3	-	3	1	-	-	-
2	19	21	21	4	-	1	-	3	2	-	-	-
3	20	18	22	5	4	-	-	-	3	-	-	-
4	27	27	25	-	-	-	2	3	3	-	-	-
5	22	23	27	1	-	-	1	3	3	-	-	-

Counseling and Support Staff (School Year 2013-14)

It is the goal of Vallecito Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Vallecito Elementary School.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Clerk	1	1.0
Nurse	1	0.2
Occupational Therapist	1	0.1
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.5
SDC Aide	8	8.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.5
Technology Aide	1	0.5

Students whose primary language is other than English will be given special language instruction during the school day.

The Resource Specialist serves the needs of the learning disabled child. Students must meet specific State requirements to be eligible for this program. After extensive testing, a team of professionals (e.g., the principal, resource specialist, psychologist and classroom teacher) designs an educational program specific to individual students needs. To monitor progress, periodic meetings are held with the student's family, specialists and other school personnel. Children who are identified for this service are served in a resource room and/or in their regular classroom.

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Recognition programs include: Student-of-the-Week, Student-of-the-Month, Golden Eagle tickets, and individual classroom programs.

Extracurricular activities, clubs, and programs include: Cooperative Adventures with Dave Nettell, Student Council, Green Team, Science Fair, Spelling Bee, Drama productions, after school art, Talent Show, and programs provided by the San Rafael Recreation Department.

Library & Computer Resources

Our school library has an excellent collection of more than 12,000 books, magazines and audio-visual equipment. The library is normally open from 8:14 am to 3:00 pm, Monday through Friday.

Each class has a scheduled library time each week. However, children and parents are encouraged to come in often and select books for home use. Remember, if you can't find what you are looking for, don't leave without asking for it. The loan period is two weeks for students in first through fifth grade; the loan period for kindergartner students is one week.

Vallecito has one computer lab equipped with networked personal computers. All classes have a scheduled computer time each week. A technology specialist, funded by the Can Do! Fund, keeps hardware and software up and running and works with staff on programs and projects. Children must have written parental permission on file to access the Internet. All classrooms have three to six computers for student use on projects. The school has roughly 25 iPads that can be checked out for classroom use and 30 Chromebooks.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Marin County, which contain numerous computer workstations. For more information on locations and hours please visit: http://www.marinlibrary.org/.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered six staff development days for the past three years, where staff are offered professional growth opportunities in curriculum, teaching strategies, methodologies and digital learning through the Common Core State Standards.

District Revenue Sources (Fiscal Year 2013-14)

In addition to general state funding, Dixie Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Deferred Maintenance Apportionment
- Supplemental School Counseling
- Intensive Professional Development, Reading & Math
- School & Library Improvement Block Grant
- Class Size Reduction, K-3
- Special Education Idea Basic Grant Entitlement
- Special Education Idea Local Assist Private School
- Title II, Technology Grant
- Title II, Limited English
- Lottery: Instructional Materials
- Low Incidence Equipment

- School Safety
- Gifted & Talented Education
- PAR-Peer Assistance & Review
- CA Instructional School Garden
- NCLB-Title I, Part A Low Income
- Economic Impact Aide-LEP
- IASA - Title IV, Drugfree School- ENT
- NCLB Title V Part A Inn Strat
- Child Nutrition-School Program
- Special Education
- Transportations: Special Education

- Arts & Music Block Grant
- Instructional Materials Realign PGM
- Professional Development Block Grant
- State Lottery
- ARRA Fiscal Stablization Funds
- Transportations: Home to School
- Title II, Improve Teacher Quality
- Title III Immigrant Education Program
- English Language Learnings
- Mental Health Pre-referral

Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays district salaries for teachers, principals, and superintendents and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2012-13		
	District	State
Beginning Teachers	$48,475	$41,535
Mid-Range Teachers	$68,210	$64,101
Highest Teachers	$94,201	$82,044
Elementary School Principals	$111,932	$104,336
Middle School Principals	$117,436	$107,911
High School Principals	-	$102,488
Superintendent	$205,165	$155,309
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	41.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$68,753
District	$74,396
Percentage of Variation	-7.6%
School & State	
All Elementary School Districts	$67,289
Percentage of Variation	2.2%

District Expenditures (Fiscal Year 2012-13)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,115
From Supplemental/Restricted Sources	$1,345
From Basic/Unrestricted Sources	$4,770
District	
From Basic/Unrestricted Sources	$5,009
Percentage of Variation between School & District	-4.8%
State	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & State	1.7%

Supplemental/restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Data Sources

Data within the SARC was provided by Dixie Elementary School District, retrieved from the 2013-14 SARC template, Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.