

# Valley Oaks Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Valley Oaks Elementary School
<b>Street</b>	21 C Street
<b>City, State, Zip</b>	Galt, CA 95632
<b>Phone Number</b>	209-745-1564
<b>Principal</b>	David Nelson
<b>Email Address</b>	<a href="mailto:dnelson@galt.k12.ca.us">dnelson@galt.k12.ca.us</a>
<b>School Website</b>	<a href="https://vo-gjuesd-ca.schoolloop.com/">https://vo-gjuesd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	34 67348 6033310

## 2022-23 District Contact Information

<b>District Name</b>	Galt Joint Union Elementary School District
<b>Phone Number</b>	209-744-4545
<b>Superintendent</b>	Lois Yount
<b>Email Address</b>	<a href="mailto:lyount@galt.k12.ca.us">lyount@galt.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://gjuesd-ca.schoolloop.com/">http://gjuesd-ca.schoolloop.com/</a>

## 2022-23 School Overview

Valley Oaks Vision Statement:

At Valley Oaks, we envision:

- Students meeting and exceeding their individual growth goals based on Common Core State Standards
- Students receiving personalized and challenging instruction
- Students being encouraged by parents, staff, and community to do their best
- Students learning in a positive and safe environment
- Students and staff embracing and respecting diversity
- Students developing life skills, critical thinking, and problem solving skills
- Students using 21st century technology to enhance learning
- Students and staff developing and celebrating their identified strengths
- Students and staff are modeling the Four School Rules/Norms and Eight Great Character Traits
- Students, parents and staff working as a team
- Students giving to others and the greater community

## 2022-23 School Overview

Students and staff taking pride in their work EVERYDAY

Valley Oaks Mission Statement:

Education is the shared responsibility of everyone: Students, Teachers, Parents and the Community.  
Valley Oaks Elementary is committed to: Growing And Learning Together

Principal's Message

Welcome to 21st century learning at Valley Oaks - where every student is guided on a path to their own bright future! We are integrating the California Common Core State Standards with constantly updated technology through the individual use of Chromebooks for every student in grades K-6, as well as software resources to bring the world into our classrooms. This allows classrooms to transform into blended personalized learning environments that integrate technology throughout academic content areas. Students participate daily in high quality early literacy instruction and deliberate practice of literacy skills, developing critical thinking skills, collaborating with peers while building their communication skills, often with creative and innovative service learning projects. We strive to provide an environment that addresses the social and emotional needs of students by creating positive relationships with staff and students, and instruction in social/emotional lessons. The staff continues to work collaboratively to offer rigorous and creative opportunities for our students to prepare them for college and career opportunities. Valley Oaks students know they are valued, can achieve, and are on the path to becoming independent and confident teenagers and young adults. Our students feel engaged and have a high sense of engagement while at school, as well as a high hope for themselves and their future.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	67
Grade 2	60
Grade 3	69
Grade 4	81
Grade 5	87
Grade 6	70
<b>Total Enrollment</b>	<b>503</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.4
Asian	0.4
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.4
White	12.7
English Learners	50.7
Foster Youth	0.0
Homeless	6.2
Migrant	15.5
Socioeconomically Disadvantaged	82.9
Students with Disabilities	15.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.20	88.59	157.00	91.08	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.00	1.74	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.58	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	3.77	2.40	1.44	12115.80	4.41
<b>Unknown</b>	2.00	7.61	8.80	5.15	18854.30	6.86
<b>Total Teaching Positions</b>	26.20	100.00	172.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.50	88.24	155.00	93.12	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.92	2.70	1.63	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.65	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.10	0.11	11953.10	4.28
<b>Unknown</b>	2.00	7.84	7.40	4.49	15831.90	5.67
<b>Total Teaching Positions</b>	25.50	100.00	166.50	100.00	279044.80	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.

## 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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

## 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	0.90	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.90	0.00

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The public hearing for the sufficiency of materials was held at the Sept 21, 2022 Galt Joint Union Elementary School District school board meeting and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The 2017-2018 school year marked the first year of K-6 ELA/ELD Adoption, Benchmark Advance, used by all students in all grades. Additionally, all students in grades TK-6 have access to personalized blended learning opportunities through his/her own Chromebook and personalized programs and applications.

**Year and month in which the data were collected**

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-6 Benchmark Advance, adopted in 2017	Yes	0
<b>Mathematics</b>	Eureka Math, adopted in 2016-17	Yes	0
<b>Science</b>	K-5 Pearson Scott Foresman- California Science, adopted in 2007 6th Glencoe/McGraw Hill- Science Focus, adopted in 2007	Yes	0
<b>History-Social Science</b>	K-5 MacMillian/McGraw Hill- California Vista, adopted in 2006 6th Glencoe/McGraw Hill- Discovering our Past, adopted in 2006	Yes	0

## School Facility Conditions and Planned Improvements

Valley Oaks was built in 1966. Throughout the years additional classrooms have been added to address growth and class-size reduction. Presently, there are 35 classrooms, a multipurpose room (cafeteria, gym, stage), a library, an administration building, and three playgrounds. Recent modernization to the campus included an entire resurfacing of blacktop to all playgrounds. The district takes great effort to ensure that Valley Oaks is clean, safe, and functional. The table 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 or are in the process of remediation. Funds from a recently passed general obligation bond are being used to help modernize, update, and provide safety improvements for Valley Oaks. In the summer of 2018 and during the 2018-2019 school year, significant modernization efforts were made to the Kindergarten/1st grade, 2nd grade, and 4th grade buildings - improvements which include new HVAC units, new roofs, new gutters/drains, new exterior structure repair and new paint. Additionally, the entire Multi-Use room, from Kitchen to gymnasium to stage area have all undergone significant modernization efforts, both in the exterior and interior, including new HVAC, fire sprinkler install, new LED lighting, new flooring throughout, new walls, doors, ceiling, complete bathroom remodel, complete kitchen remodel, and all underground/above ground infrastructure efforts to make all of it happen. Additionally, the roof, wood exteriors (soffits), gutters and drains, as well as exterior lighting have all been completely replaced. Those buildings that were not renovated have been repainted (Library and office) and spot painting has been done to all areas of the school. Ramps and doors were also repainted. Indoor areas that were in need also have been repainted. During the 2022-2023 and 2023-2023 school years, four aging portable classrooms will be removed and a new 6-classroom permanent building will be built at Valley Oaks on the northeast side of the school. This will modernize classrooms for at least two grade levels, and provide additional rooms for the after school ASES/GEL programs.

### Cleaning Process

The principal works daily with the two full-time and two part-time custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is 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 work orders are completed in a timely manner. An online work order process is used to ensure efficient service, and highest priority are given to emergency repairs.

<b>Year and month of the most recent FIT report</b>	11/9/2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X	CEILING TILE IS BROKEN/TORN WATER STAINS, FORMICA TRIM IS CHIPPING AND MISSING ON COUNTERTOP, CARPET IS STAINED/TORN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>		X	LIGHT PANEL/BULBS OUT, ELECTRICAL COVER IS MISSING, ELECTRICAL COVER IS BROKEN.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	DRINKING FOUNTAIN LEAKS AT HANDLE, FAUCET HAS A LOW FLOW AND A DRIP, SINK IS NOT DRAINING PROPERLY. REST ROOMS: DIRTY VENTS, EXHAUST FAN IS NOT WORKING, ONE FAUCET IS LOOSE AT BASE, TWO TOILETS ARE LOOSE AT BASE.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



### 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).
4. **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.

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

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

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

#### Options

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

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

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	25	N/A	35	N/A	33

## 2021-22 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
<b>All Students</b>	308	293	95.13	4.87	31.06
<b>Female</b>	156	147	94.23	5.77	37.41
<b>Male</b>	152	146	96.05	3.95	24.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	266	255	95.86	4.14	30.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	36	33	91.67	8.33	36.36
<b>English Learners</b>	142	131	92.25	7.75	12.21
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	24	19	79.17	20.83	26.32
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	258	246	95.35	4.65	28.86
<b>Students Receiving Migrant Education Services</b>	50	45	90.00	10.00	31.11
<b>Students with Disabilities</b>	56	52	92.86	7.14	9.62

## 2021-22 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
<b>All Students</b>	307	301	98.05	1.95	24.67
<b>Female</b>	155	153	98.71	1.29	26.32
<b>Male</b>	152	148	97.37	2.63	22.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	266	264	99.25	0.75	23.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	35	32	91.43	8.57	34.38
<b>English Learners</b>	142	140	98.59	1.41	11.51
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	24	24	100.00	0.00	8.33
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	257	253	98.44	1.56	23.02
<b>Students Receiving Migrant Education Services</b>	50	50	100.00	0.00	24.00
<b>Students with Disabilities</b>	56	52	92.86	7.14	7.84

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	18.39	NT	28.85	28.5	29.47

## 2021-22 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
<b>All Students</b>	88	87	98.86	1.14	18.39
<b>Female</b>	48	47	97.92	2.08	10.64
<b>Male</b>	40	40	100	0	27.5
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	73	73	100	0	15.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	12	11	91.67	8.33	27.27
<b>English Learners</b>	39	39	100	0	2.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	11	100	0	9.09
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	75	74	98.67	1.33	17.57
<b>Students Receiving Migrant Education Services</b>	16	16	100	0	12.5
<b>Students with Disabilities</b>	16	16	100	0	6.25

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	93.1%	98.9%	100%	98.9%	98.9%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Valley Oaks Elementary School parents play an important role in their child's education through participation in Back to School Night, Parent/Teacher/Student Conferences, Valley Oaks Parent Teacher Organization (PTO), Open House, Family Science Night, Family Math Night, VO Annual Art Show, Children's Day (Dia del Nino), Environmental Living Programs (Sly Park), Outreach Parenting Programs (Nurturing Parenting), and Student Success Teams (SSTs). Decision-making committees, such as the School Site Council, and English Learner Advisory Committee (ELAC) meet regularly throughout the year.

The school also works with community programs such as Cosumnes River Preserve, the Galt Historical Society, Kiwanis Club, and the Galt Police Department. Local churches and service clubs donate service hours, backpacks and instructional supplies. For additional information on opportunities for parental or community involvement, please contact the principal, David Nelson, at 209-745-1564.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	526	245	46.6
Female	270	268	125	46.6
Male	269	258	120	46.5
American Indian or Alaska Native	4	4	2	50.0
Asian	2	2	0	0.0
Black or African American	3	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	456	447	206	46.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	2	2	1	50.0
White	69	66	34	51.5
English Learners	288	282	113	40.1
Foster Youth	1	0	0	0.0
Homeless	37	36	18	50.0
Socioeconomically Disadvantaged	449	439	206	46.9
Students Receiving Migrant Education Services	87	85	24	28.2
Students with Disabilities	99	95	47	49.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.67	1.83	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.48	0.00	1.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.14	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.48	0.00
Female	0.37	0.00
Male	2.60	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.90	0.00
English Learners	1.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.56	0.00
Students Receiving Migrant Education Services	2.30	0.00
Students with Disabilities	2.02	0.00



## 2022-23 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated annually, or as needed. An “Emergency Handbook”, kept in the office, outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan and emergency drills are conducted regularly (fire drills = 1x/month and multiple lockdown drills throughout the year), in accordance with California Education Code. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento County. Visitors to the campus are required to check in and out at the office to receive a visitor badge before coming on campus. Parents are encouraged to volunteer on campus, and must pass a Megan's Law background check in order to be in the classroom or go on field trips. Surveillance cameras are placed strategically around the entire campus to ensure student and staff safety. Security fencing and gates are installed around the entire school, with entrance to the school being limited to the front doors of the main office.

The School Safety Plan was last reviewed and approved at the local School Board of Education meeting on February 23, 2022. It was shared with VO staff shortly thereafter. It will be updated/reviewed by the School Site Council and the School Board of Education in February 2023.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	1	3	2
1	27	1	3	1
2	41	4		2
3	40	4		2
4	45			1
5	37	1	3	1
6	43		3	1
Other	40	3		2

## 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	25	3	3	2
1	36	2	1	2
2	36	1	3	2
3	39	4		2
4	45		3	2
5	51			2
6	26		3	
Other	43	3		2

## 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	13	4	1	
1	16	4		
2	19	2	1	
3	22		3	
4	26		3	
5	27		3	
6	22		3	
Other	12	2		

## 2021-22 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	503

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	.2
Other	1.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	13,282	4,966	8,315	87,145
District	N/A	N/A	7,596	\$80,052
Percent Difference - School Site and District	N/A	N/A	9.0	8.5
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	23.1	2.9

## 2021-22 Types of Services Funded

During the fiscal year 2022-2023, programs and services that are available at Valley Oaks that support and assist students include the TBP (Transitional Bilingual Program) for students who receive instruction in their primary language and the ASES/GEL After-School Program. Regular programs/activities such as multiple BFLLC/Library clubs (including Homework Club, Lego Club, Arts/Crafts Club, Games Club, Minute to Win It club, Pokemon Club, Crochet Club, Yoga Club, Ballet Club, Sewing Club, Stop-Motion Club, BeyBlade Club, etc.), and Extended Day programs have returned and are being held during the school year.

Significant funding is set aside for Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA), who work mainly with students in K-3 grades, with some work in grades 4-6 - with a focus on early literacy instruction, reading practice, and mathematics. Bilingual Instructional Assistants also work with our Newcomer (new to the U.S.) and English Learner students.

A full time School Counselor supports students behavioral, social emotional and mental health. Our School Counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with student learning as well as student welfare & attendance.

In the 2022-2023 school year, after school "Acceleration Blocks" are being offered to students/teachers as a way for teachers to work academically with small groups of students (no more than 8) in specific academic areas in which some students need some "acceleration".

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,994	\$51,591
<b>Mid-Range Teacher Salary</b>	\$72,037	\$79,620
<b>Highest Teacher Salary</b>	\$95,393	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$123,865	\$131,473
<b>Average Principal Salary (Middle)</b>	\$126,873	\$135,064
<b>Average Principal Salary (High)</b>		\$137,679
<b>Superintendent Salary</b>	\$167,713	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	38%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Staff development is an important part of the planned school program at Galt Joint Union Elementary School District. The school's teachers and support staff are committed to keeping up to date on the latest educational developments. In the 2021-2023 and 2022-2023 school years, three (3) Staff Development Days have been provided throughout the school year. In addition, professional development has been provided in the areas of crisis prevention training, suicide prevention/positive school climate, CPR/First Aid, and Mandated Reporting. In 2021-2022, professional development was provided in the areas of Synergy (student information system/grades/report cards), reading instruction (science of reading, SIPPS), Eureka Math review, NWEA MAP scores/report training, MAP Accelerator introduction, and staff Social/Emotional health. In 2022-2023, professional development has been and will be provided in the areas of Math training: Eureka Math, Math Talks, and Math Frameworks. There has been and will be ongoing training in early literacy instruction: SIPPS training/refreshers and whole-group SIPPS instruction, as well as Classroom Management workshops (Fred Jones), and a Writing workshop (Step Up to Writing). The district also offers Take-Away Tuesdays, where district teachers/staff present workshops on a wide variety of topics, and teachers are able to select or choose which training they want to attend.

New teachers and teachers seeking additional assistance are supported by induction providers and mentors. They meet regularly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms. Teachers who teach in bilingual settings are encouraged to attend a portion or all of a yearly conference for bilingual educators, called CABE, and meet regularly throughout the year to discuss the transitional bilingual program.

Furthermore, Valley Oaks has had direct access to district-level coaches/teachers on special assignments, who worked specifically with teachers and grade levels in the areas of reading instruction, writing instruction, Special Education, and ELD instruction/strategies. They have met with and learned from these coaches in a variety of ways (in-class coaching, release days for instruction and planning purposes, informal interactions - such as email or grade-level meetings).

After discussion and collaboration with staff and coaches, and through formal and informal data analysis, it was determined that to better increase our early literacy results, we needed Professional Development in the areas of SIPPS. In 2021-2022 and 2022-2023 refresher SIPPS courses were made available to all and new teachers attended SIPPS training courses, provided by the district coach. In 2021-2022 and 2022-2023, Professional Development was provided for new(er) teachers of early literacy in the area of SIPPS and Instructional Assistants who also teach students SIPPS in small groups received instruction, observation, and feedback regarding their SIPPS instruction.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	