

# Pope Valley Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Pope Valley Elementary
<b>Street</b>	6200 Pope Valley Road
<b>City, State, Zip</b>	Pope Valley, CA 94567
<b>Phone Number</b>	707-965-2402
<b>Principal</b>	Mr. Ken Burkhart
<b>E-mail Address</b>	kburkhart@pvk8.org
<b>Web Site</b>	pvk8.org
<b>CDS Code</b>	28-66282-6027015

District Contact Information	
District Name	Pope Valley Union Elementary School District (CDS: 28-66282)
Phone Number	707-965-2402
Superintendent	Ken Burkhart
E-mail Address	kburkhart@pvk8.org
Web Site	pvk8.org

### School Description and Mission Statement (School Year 2017-18)

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Pope Valley Elementary School is the smallest and most isolated school in Napa County. It is a single-school district whose board consists of local volunteers, three of whom also volunteer for the local fire department. Pope Valley Elementary School serves about 60 students from kindergarten to the eighth grade. While students typically matriculate to St. Helena High School, students may attend any high school when leaving Pope Valley. The students at Pope Valley Elementary School are taught in four classes with experienced and highly-qualified teachers, instructional aides, and a dedicated support staff. One of the aides manages the after school program while the other is one of two bus drivers. The school's 7th/8th grade teacher also serves as principal and superintendent.

It is the mission of the Pope Valley Union School District, as a safe school in a beautiful natural environment, to develop and enrich the life of each child to his or her maximum potential, both intellectually and socially, through providing an academically excellent program that is taught by a caring, progressive staff in an atmosphere of warmth, mutual respect, and high expectations.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	4
Grade 1	6
Grade 2	6
Grade 3	6
Grade 4	9
Grade 5	4
Grade 6	6
Grade 7	11
Grade 8	6
<b>Total Enrollment</b>	<b>58</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	3.4
Asian	0
Filipino	0
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	0
White	31
Two or More Races	3.4
Socioeconomically Disadvantaged	74.1
English Learners	39.7
Students with Disabilities	8.6
Foster Youth	0

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	5	5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	5	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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 Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 12/2017

Social studies piloting is being done in 2017-2018. Science is scheduled for 2018-2019.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders -Houghton Mifflin/2016	Yes	0
Mathematics	Go Math / 2016	Yes	0
Science	supplemental materials, old adoption out-of-date		0
History-Social Science	supplemental materials, old adoption out-of-date		0
Foreign Language			0
Health	Positive Prevention Plus - Sexual Health Education/2016 (5th-8th only)	Yes	0
Visual and Performing Arts			0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/15/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems will be replaced during the modernization project expected in Summer 2018.
<b>Interior:</b> Interior Surfaces	X			No action needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No action needed.
<b>Electrical:</b> Electrical	X			Modernization project expected summer 2018. Generator repair completed Fall 2016.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All systems are expected complete replacement and upgrades during modernization project expected Summer 2018 through Fall 2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No action needed.
<b>Structural:</b> Structural Damage, Roofs	X			No action needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/15/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Several systems (windows, doors, etc.) will be upgraded/replaced during the modernization project expected in Summer 2018. Resurfacing of all asphalt required.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/15/2018				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	21	15	21	48	48
Mathematics (grades 3-8 and 11)	18	7	18	7	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.67	21.43
Male	24	24	100	12.5
Female	19	18	94.74	33.33
American Indian or Alaska Native	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	25	25	100	16
White	15	14	93.33	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100	23.53
English Learners	15	15	100	13.33
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	43	42	97.67	7.14
Male	24	24	100	8.33
Female	19	18	94.74	5.56
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	25	25	100	8
White	15	14	93.33	7.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	34	100	8.82
English Learners	15	15	100	13.33
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced						
	School			District		State	
	2014-15	2015-16		2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	50		--	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**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.

**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 schoolsite.

**Opportunities for Parental Involvement (School Year 2017-18)**

Students, staff, parents, and community work together throughout the year, including: community service-learning projects, and research on local geography, history, agriculture and industry, people, and resources.

The parents of the students also have a Parent Group that helps provide special extras for the children.

Several community organizations, including the Lions Club provide assistance and programs.

**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**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.0	0.0	3.2	0.0	0.0	3.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

The staff meet and spend a day before school starts in in the fall going over the and updating the Emergency Plan that is aligned with National Incident Management System (NIMS) and California Standardized Emergency Management System (SEMS).

Key Elements of the plan include:

- Staff Responsibilities
- procedure to call emergency services
- Principal's Checklist
- Staff Checklist
- Procedure to evacuate school site
- Fire Drill Map
- Bomb Threat Checklist

The students and staff meet every morning for an assembly where important information, including safety reminders are discussed.

## 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	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	7	1			5	1			4	1		
1	6	1			5	1						
2	6	1			7	1			6	2		
3	3	1			7	1			6	1		
4	5	1			2	1			9	1		
5	8	1			4	1			4	1		
6	3	1			8	1			6	1		

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0.6	N/A
Other	0	N/A

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

\*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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	25,302.47	2,224.33	23,078.14	74312.2
District	N/A	N/A	0	0
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	251.1	20.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

During the 2016-2017 school year, students were served from grades TK-8. Students were given the opportunity to participate in an afterschool program through 5pm. GATE services were provided in the school day. Students had the opportunity to visit the Learning Center to provide extra services to students through an RTI model. The school has 1-to-1 Chromebooks and additional technology throughout.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary		\$117,868
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	5%	7%

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

**Professional Development (Most Recent Three Years)**

Professional development has focuses on the implementation and further enhancement of instruction using the updated California Content Standards (Common Core). As new core and supplemental curriculum has been adopted and acquired, professional development time has been dedicated to using that curriculum correctly and efficiently. Additionally, PD has focused on classroom management, working with exceptional students, and use of educational technology.

Professional development has been delivered on site with outside professionals, through remote training over the computer/Internet, and in person at seminars.

The certificated salary schedule has been adjusted to further encourage veteran teachers to enhance their knowledge through outside professional development.