



# Virginia Peterson Elementary

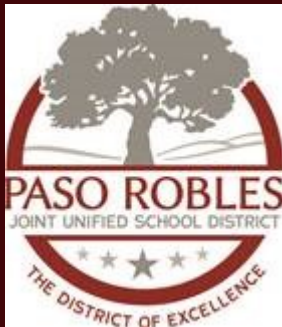
2501 Beechwood Drive • Paso Robles, CA 93446 • (805) 769-1250 • Grades K-5

Melanie Crawford, Principal

[mkcrawford@pasoschools.org](mailto:mkcrawford@pasoschools.org)

[www.pasoschools.org/virginiapeterson](http://www.pasoschools.org/virginiapeterson)

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Paso Robles Joint Unified School District

800 Niblick Rd.

Paso Robles, CA 93446

(805) 769-1000

[www.pasoschools.org](http://www.pasoschools.org)

#### District Governing Board

Joel Peterson, Board President

Stephanie Ulibarri, Board Clerk

Chris Arend, Trustee

Chris Bausch, Trustee

Lance Gannon, Trustee

Tim Gearhart, Trustee

Joan Summers, Trustee

#### District Administration

Dr. Julian Crocker

**Superintendent**

Jennifer Gaviola

#### **Deputy Superintendent/Title 9**

Carol Kenyon

**Chief Academic Officer**

Brad Pawlowski

**Chief Business Officer**

Dr. Joseph Williams

**Director of Student Services**

Nelson Payton

**Director of MOFT**

Amber Gallagher

**Director of Special Education**

Dana Budd

**Director of Curriculum and Instruction**

### Principal's Message

I'd like to welcome you to Virginia Peterson Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Virginia Peterson Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive California Common Core State Standards curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Virginia Peterson Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

### Mission Statement

Our mission at Virginia Peterson Elementary School is to enable every child, every day to develop academic excellence, practice informed citizenship, and enhance positive self-esteem. Virginia Peterson School is a community where students, teachers, parents, and staff contribute to a safe learning environment.

### School Profile

Virginia Peterson Elementary School is located in the northern region of Paso Robles and serves students in grades transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2017-18 school year, 440 students were enrolled, including 18.4% in special education, 40.9% qualifying for English Language Learner support, and 68.63% qualifying for free or reduced price lunch.

## About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	47
Grade 1	70
Grade 2	65
Grade 3	76
Grade 4	87
Grade 5	95
<b>Total Enrollment</b>	<b>440</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	0.2
White	25.0
Socioeconomically Disadvantaged	70.2
English Learners	40.9
Students with Disabilities	18.4
Foster Youth	1.1

## 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			
Virginia Peterson Elementary	16-17	17-18	18-19
With Full Credential	25	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Paso Robles Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Virginia Peterson Elementary	16-17	17-18	18-19
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 2018-19)

All textbooks used in the core curriculum at Virginia Peterson Elementary School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science). On Tuesday, October 11, 2016, the Paso Robles Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Paso Robles Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2011 Macmillan/McGraw-Hill, California Treasures 2015 McGraw-Hill, Wonders/ Maravillas  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	2013 McGraw-Hill, My Math <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series 2006 Houghton Mifflin, Houghton Mifflin History-Social Science  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Virginia Peterson Elementary School's original facilities were built in 1990's; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Roof repairs
- Installation of LED lighting

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Virginia Peterson Elementary School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC equipment needs to be replaced.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Water fountains need adjustment.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof is in poor condition on office, lounge, classrooms.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	32.0	49.0	49.0	48.0	50.0
Math	28.0	30.0	35.0	36.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.2	24.7	14.0

\* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	236	94.78	32.20
Male	141	132	93.62	30.30
Female	108	104	96.30	34.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	168	96.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	54	93.10	48.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	165	93.22	25.45
English Learners	127	120	94.49	25.00
Students with Disabilities	44	38	86.36	7.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	249	242	97.19	30.17
Male	141	135	95.74	28.89
Female	108	107	99.07	31.78
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	175	172	98.29	26.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	54	93.1	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	172	97.18	24.42
English Learners	127	127	100	25.98
Students with Disabilities	44	39	88.64	5.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are our partners in the success of students at Virginia Peterson. They are invited and encouraged to contribute to the learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the automatic phone dialer, flyers, newsletters, the school marquee, the school website, PTA meetings, ELAC meetings, and SSC meetings.

Opportunities to Volunteer:

- Battle of the Books
- Chaperone Field Trips
- Classroom Helper
- Fundraising Activities
- Parent Education Classes
- Campus Beautification
- Chess Club
- Athletic Clubs
- Library Helper
- Garden Club
- Power Hour Tutoring

**Committees:**

- English Learner Advisory Council
- Garden Committee
- Parent Teacher Association
- School Site Council/Title 1 Advisory Committee
- Safe Schools Committee

**School Activities:**

- Parent-Teacher Conferences
- Awards Assemblies
- Re-classification Celebration
- Red ribbon Week
- Anti-Bullying Week
- Studio in the Park
- Heritage Day
- DEAR Day-Drop Everything and Read
- After School Sports for Grades 3-5
- Back to School Night
- Battle of the Books
- Dance Performances
- Ecology Assembly
- Engineering Nights
- Field Trips for Agricultural Science
- Gardening Club
- Garden Party
- Latino Parent Literacy Program
- Student Study Team meetings (SST/504)
- Open House
- Peer Mediators
- Movie Night
- Ice Cream Social
- Talent Show
- Volunteer Team

**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.

**School Safety Plan**

The Comprehensive School Site Safety Plan was developed for Virginia Peterson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff by December 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.6	3.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.6	3.7	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	3
Other	.8
Average Number of Students per Staff Member	
Academic Counselor	390

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	21	18	1	1	1	3	3	2			
1	23	25	22			1	2	2	2			
2	26	26	24	1			3	2	2			
3	28	28	27				3	4	3			
4	29	28	28				3	3	3			
5	31	18	21		3	2	2	3	3			
Other	6			1								

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

### Professional Development provided for Teachers

Virginia Peterson Elementary and Paso Robles Joint Unified School District provided teachers three professional development days, monthly collaborative trainings, professional development embedded in staff meetings, and a variety of optional trainings. Teacher input and surveys at the site and district level were used to determine areas of focus. They are as follows:

- Common Core State Standards (K-5)
- Direct Interactive Instruction
- ELD/CELDT Understanding
- California Mathematics and Science Partnership
- English Language Development
- Gifted and Talented Education
- Google Apps for Education
- Gradebook Training
- Professional Learning Communities
- Universal Design for Learning



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,003	\$47,547
Mid-Range Teacher Salary	\$67,542	\$74,775
Highest Teacher Salary	\$86,818	\$93,651
Average Principal Salary (ES)	\$102,900	\$116,377
Average Principal Salary (MS)	\$102,973	\$122,978
Average Principal Salary (HS)	\$107,649	\$135,565
Superintendent Salary	\$204,115	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	7.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general fund state funding, Paso Robles Joint Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- California Career Pathways Grant
- Career Technical Education Incentive Grants
- Counseling Support
- Educator Effectiveness Fund
- Education Protection Account
- English Language Development
- Intervention Specialist Support
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Referrals to Community Agencies
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Vocational Programs

### 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).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,382	\$2,274	\$5,108	\$65,203
District	♦	♦	\$4,777	\$71,102
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.