

Pope Valley Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pope Valley Elementary
Street	6200 Pope Valley Road
City, State, Zip	Pope Valley, CA 94567
Phone Number	707-965-2402
Principal	Mr. Ken Burkhart
Email Address	kburkhart@pvk8.org
Website	pvk8.org
County-District-School (CDS) Code	28-66282-6027015

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

School Description and Mission Statement (School Year 2019-20)

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, one of whom also volunteers 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 and about one goes on to Middletown High School each year. 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 works also works in the office while the other are also bus drivers. The afterschool program runs daily until 5pm and is staffed by a bilingual (Spanish) speaking parent, who also works in the office. The school's principal and superintendent team teaches with the 2nd/3rd grade teacher.

Pope Valley Elementary School: Inspiring lives by imparting 21st Century skills while fostering lifelong learning and respect for all.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	6
Grade 1	6
Grade 2	5
Grade 3	5
Grade 4	3
Grade 5	4
Grade 6	9
Grade 7	6
Grade 8	6
Total Enrollment	50

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4
Hispanic or Latino	68
White	22
Two or More Races	4
Socioeconomically Disadvantaged	66
English Learners	30
Students with Disabilities	8
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	5	6	6
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 1/2020

Science adoption delayed until 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Pearson myWorld Interactive 2018	Yes	0
Health	Positive Prevention Plus - Sexual Health Education/2016 (5th-8th only)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Inspection conducted by superintendent/principal on 1/21/2020. No deficiencies noted.

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

Year and month of the most recent FIT report: 1/21/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed.
Interior: Interior Surfaces	Good	No action needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No action needed.
Electrical: Electrical	Good	No action needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No action needed.
Safety: Fire Safety, Hazardous Materials	Good	No action needed.
Structural: Structural Damage, Roofs	Good	No action needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No action needed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	21	31	21	31	50	50
Mathematics (grades 3-8 and 11)	16	31	16	31	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	32	91.43	8.57	31.25
Male	23	21	91.30	8.70	23.81
Female	12	11	91.67	8.33	45.45
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	23	22	95.65	4.35	18.18

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	25	23	92.00	8.00	26.09
English Learners	14	14	100.00	0.00	14.29
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	13	13	100.00	0.00	15.38
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	32	91.43	8.57	31.25
Male	23	21	91.30	8.70	38.10
Female	12	11	91.67	8.33	18.18
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	23	22	95.65	4.35	31.82
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	25	23	92.00	8.00	30.43
English Learners	14	14	100.00	0.00	28.57
Students with Disabilities	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Foster Youth					
Homeless					

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 2019-20)

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.

Several community organizations, including the Lions Club provide assistance and programs. Parents are invited to attend math, science, and ELA parent nights, parent conferences and special events including: WinterFest, SpringFest, Halloween, and Cinco de Mayo. Parents are always encouraged and welcome to volunteer in their child's classroom.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	0.0	0.0	3.2	0.0	0.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, Active Shooter Information.

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	4	1			5	1			6	1		
1					6	1			6	1		
2	6	2			5	1			5	1		
3	6	1			3	1			5	1		
4	9	1			6	1			3	1		
5	4	1			10	1			4	1		
6	6	1			5	1			9	1		
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25,302.47	2,224.33	23,078.14	74312.2
District	N/A	N/A	0	
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	251.1	20.0

Note: Cells with N/A values 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.

Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 school year, students were served from grades TK-8. Students were given the opportunity to participate in an afterschool program through 5pm. 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. Kindergarten and TK are full-day programs, locally funded. The school also provides free home-school-home transportation to appropriate and safe bus stops on public roads. All students are provided the opportunity to attend several field trips a year, including a fishing trip to the local Lake Berryessa.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	8

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.

The superintendent is a registered Crisis Prevention Institute trainer and provides training to staff.

All instructional staff meeting weekly, but also meet monthly for focused work on continuous school improvement. Instructional staff are encouraged to attend professional development conferences and training seminars and funding is provided.