

# Valley Home Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Valley Home Elementary School
<b>Street</b>	13231 Pioneer Ave.
<b>City, State, Zip</b>	Valley Home, CA 95361
<b>Phone Number</b>	(209) 847-0117
<b>Principal</b>	Tom Price
<b>E-mail Address</b>	tprice@vhjsd.k12.org
<b>Web Site</b>	vhjsd.org
<b>CDS Code</b>	50-71324-6053201

<b>District Contact Information</b>	
<b>District Name</b>	Valley Home Joint Elementary School District
<b>Phone Number</b>	(209) 847-0117
<b>Superintendent</b>	Tom Price
<b>E-mail Address</b>	tprice@vhjsd.org
<b>Web Site</b>	www.vhjsd.org

### **School Description and Mission Statement (School Year 2016-17)**

The Valley home Joint School District is a small, rural, progressive K-8 school district serving students and parents in a 50 square mile area in the California Central Valley at the base of the Sierra foothills. Valley Home has two school sites; one that serves students in grade kindergarten through third grade and the other which serves students in grades fourth through eighth grade. The enrollment is around 150 students and draws from a diverse range of socio-economic backgrounds. There is a strong emphasis on academics, citizenship, health and both setting & achieving positive personal goals. Valley Home has been very successful in the transition to Common Core State Standards. The school enjoys a very stable community with values that support our many student programs.

A Valley Home School graduate will possess a sense of dignity and self-respect in having acquired the skills necessary to succeed academically, thrive socially, appreciate individual differences and cultural diversity, solve problems with confidence, analyze information and/or situations, promote citizenship and patriotism, demonstrate a commitment to family and community, accept responsibility, demonstrate self-discipline, adopt a healthy lifestyle, and develop an intrinsic motivation to succeed.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	13
<b>Grade 1</b>	24
<b>Grade 2</b>	25
<b>Grade 3</b>	17
<b>Grade 4</b>	14
<b>Grade 5</b>	19
<b>Grade 6</b>	14
<b>Grade 7</b>	11
<b>Grade 8</b>	10
<b>Total Enrollment</b>	147

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	1.4
Filipino	0
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0
White	54.4
Two or More Races	2
Socioeconomically Disadvantaged	52.4
English Learners	20.4
Students with Disabilities	0
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	7
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	85.7	14.3
<b>All Schools in District</b>	85.7	14.3
<b>High-Poverty Schools in District</b>	85.7	14.3
<b>Low-Poverty Schools in District</b>	0.0	0.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5 Benchmark Advance 2016 6-8 Houghton Mifflin Harcourt 2016	Yes	0
<b>Mathematics</b>	Engage New York	Yes	0
<b>Science</b>	4-5 Houghton Mifflin, 2008 6-8 Prentice Hall, 2008	No	0
<b>History-Social Science</b>	K-5 Macmillan/McGraw Hill, 2007 6-8 Glencoe/McGraw Hill, 2007	No	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

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

The district takes great efforts to ensure that all school are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School construction. The results of this survey are included within this report. All of our buildings inspections are considered in good repair. This includes systems: gas leaks, mechanical/HVAC and sewer. Interior and exterior overall cleanliness is also good. The electrical, fire safety, school grounds are all in good repair.

The last district improvements was summer 2014. All the playgrounds and parking lot was resurfaced. Sprinklers installed in the front of both campuses. Additional cement was placed in front of the district office to insure the safe travel for students. Trees were added to the fronts of both campuses as well. The district currently has 8 classrooms, the gym, library and an administration office. The elementary campus was built in the 1940s and the 4-8 campus was built in the 1970's. District staff ensures that the repairs necessary to keep the school in good repair.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Regularly serviced.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Repaired and/or replaced summer 2015.
<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			All playground surfaces were refurbished summer 2015.

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2014				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	38	32	38	32	44	48
<b>Mathematics</b>	23	28	23	28	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	17	17	100.0	52.9
	4	15	15	100.0	20.0
	5	21	21	100.0	23.8
	6	15	14	93.3	28.6
	7	12	12	100.0	
	8	--	--	--	--
<b>Male</b>	3	11	11	100.0	54.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Female</b>	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	41.7
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Black or African American</b>	5	--	--	--	--
<b>Asian</b>	7	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>White</b>	3	12	12	100.0	75.0
	4	--	--	--	--
	5	12	12	100.0	41.7
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	41.2
	4	15	15	100.0	33.3
	5	21	21	100.0	
	6	15	14	93.3	28.6
	7	12	12	100.0	25.0
	8	--	--	--	--
Male	3	11	11	100.0	45.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	12	12	100.0	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Black or African American</b>	5	--	--	--	--
<b>Asian</b>	7	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>White</b>	3	12	12	100.0	58.3
	4	--	--	--	--
	5	12	12	100.0	
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>English Learners</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.



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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	55	38	67	55	38	67	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	30	30	100.0	66.7
<b>Male</b>	16	16	100.0	62.5
<b>Female</b>	14	14	100.0	71.4
<b>Hispanic or Latino</b>	12	12	100.0	41.7
<b>White</b>	17	17	100.0	82.4
<b>Socioeconomically Disadvantaged</b>	14	14	100.0	42.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	11.1	33.3	11.1

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Valley Home is committed to encouraging parental involvement. Numerous opportunities are available including Parent/Teachers' Club, School Site Council, English Learner Advisory Committee, District Committees, parent conferences, Back-to-School Night, classroom volunteers, athletics, 8th grade promotion ceremony, honor roll celebrations, field trips, and Board meetings.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	4.4	3.8	3.7
<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 2016-17)

Valley Home is focused on providing a positive, safe and secure learning environment for students, staff, parents and community. We have a comprehensive committee comprised of certificated teachers, parents, classified staff and administration. The plan addresses safety concerns identified through the committee. The sites comprehensive Safe School Plan addresses clear routine emergency disaster procedures and information. The plan supports a learning environment that allows staff to effectively teach and students to actively learn. For the 2015-16 school year, the committee discussed and updated the plan, in October, 2015. The plan is annually reviewed and updated.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2012-2013	
<b>Year in Program Improvement*</b>	Year 2	
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	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	20	1			22		1		15	1	1	
1	20	1			19	1			24		1	
2	19	1			21		1		23		1	
3	23		1		14	1			17	1		
4									15	1		
5	27		1		30		1		21		1	
6	29		1		19	1			14	1		

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,581.06	2651.84	7,929.22	50,971
District	N/A	N/A	7929.22	\$52,120
Percent Difference: School Site and District	N/A	N/A	0.0	-2.5
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	48.3	-13.9

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

**Types of Services Funded (Fiscal Year 2015-16)**

Student living a distance from school are provided transportation to and from the school. Special Education students receive appropriate services. Our English Learners receive appropriate classroom instruction and identified pullout intervention in addition. Programs are funded through a combination of local, state and federal resources.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,918	\$41,085
Mid-Range Teacher Salary	\$55,969	\$59,415
Highest Teacher Salary	\$74,715	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$94,760	\$116,069
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	8%	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)**

Based on student achievement data, the staff determined that the top priority for professional development was needed in the area of English Language Arts with complimentary English Language Development instruction. Staff attended workshops to prepare for the implementation of the new English Language Arts adoption. During collaboration meetings with staff, the strategies are reviewed, shared and discussed. The individual grade levels have developed their academic vocabulary lists and are posted on our webpage.

Our second area of focus is to build a professional learning community by participating in follow up workshops from the Leadership Academy and curricular workshops on the Common Core. These workshops were provided by the County Office of Education. Staff has attended group sessions as well as individual grade level sessions. We are also collaborating with the local school district where our students feed into their high school. Our focus on transitioning to Common Core standards is also an ongoing emphasis.