

Valley Home Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|-------------------------------|
| School Name | Valley Home Elementary School |
| Street | 13231 Pioneer Ave |
| City, State, Zip | Valley Home, CA 95361 |
| Phone Number | (209) 847-0117 |
| Principal | Debra Boggs |
| Email Address | dboggs@vhjsd.org |
| Website | vhjsd.org |
| County-District-School (CDS) Code | 50-71324-6053201 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|---|
| District Name | Valley Home Joint Elementary School District |
| Phone Number | (209) 847-0117 |
| Superintendent | Debra Boggs |
| Email Address | dboggs@vhjsd.org |
| Website | https://vhjsd.org |

School Description and Mission Statement (School Year 2020-2021)

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 average hovers around 170 students and draws from a diverse range of socio-economic backgrounds. There is a strong emphasis on academics, citizenship, health while setting & achieving positive personal goals. The school enjoys a very stable community with values that supports 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 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 22 |
| Grade 1 | 21 |
| Grade 2 | 18 |
| Grade 3 | 29 |
| Grade 4 | 17 |
| Grade 5 | 20 |
| Grade 6 | 18 |
| Grade 7 | 20 |
| Grade 8 | 12 |
| Total Enrollment | 177 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.6 |
| Hispanic or Latino | 33.9 |
| White | 57.6 |
| Two or More Races | 3.4 |
| Socioeconomically Disadvantaged | 49.2 |
| English Learners | 15.3 |
| Students with Disabilities | 5.6 |
| Homeless | 2.3 |

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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 7 | 8 | 9 | 9 |
| Without Full Credential | 1.5 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | K-5 Benchmark Advance 2016 6-8 Houghton Mifflin Harcourt 2016 | Yes | 0 |
| Mathematics | K-5 Engage New York - current online edition 6-8 Illustrative Mathematics | Yes | 0 |
| Science | K-5 Studies Weekly 6-8 Prentice Hall, 2008 | Yes | 0 |
| History-Social Science | K-5 Studies Weekly 6-8 Glencoe/McGraw Hill, 2007 | Yes | 0 |
| Foreign Language | N/A | | N/A |
| Health | N/A | | N/A |
| Visual and Performing Arts | N/A | | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | | N/A |

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

School Facility Conditions and Planned Improvements

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 most recent major improvements happened during the summer of 2018 and include roof repair, interior & exterior painting, portable building restoration, new flooring, & playground surfaces refurbished. Sprinkler systems were also upgraded. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/7/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | All drinking fountains have been closed for the year due to COVID precautions. Students are able to use water dispensers located in every classroom. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | New, operable windows have been installed at the Pioneer campus to improve air circulation. |
| Overall Rating | Good | |

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 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 30 | N/A | 30 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 31 | N/A | 31 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 14 | N/A | 14 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

| 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 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Valley Home is committed to encouraging parental involvement. Numerous opportunities to participate are available including the Parent/Teachers' Club, School Site Council, English Learner Advisory Committee, District Committees, parent conferences, Back-to-School Night, classroom volunteers, field trip chaperones, athletic event coaches & referees, 8th grade events planning, honor roll celebrations, and attendance at School Board meetings. Though participation looks different this year due to the COVID-19 pandemic, we are actively exploring ways for parents to stay involved and connected.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.0 | 0.6 | 0.0 | 0.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | .02 | .02 | |
| Expulsions | 0 | 0 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 current school year, the plan was presented to the school board for approval in November of 2020. 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | 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 | 18 | 1 | | | 25 | | 1 | 1 | 22 | | | |
| 1 | 21 | | 1 | | 14 | 1 | | | 21 | | 1 | |
| 2 | 19 | 1 | | | 26 | | 1 | | 18 | | | 1 |
| 3 | 22 | | 1 | | 17 | 1 | | | 29 | | 1 | |
| 4 | 20 | 1 | | | 19 | 1 | | | 17 | 1 | | |
| 5 | 21 | | 1 | | 20 | 1 | | | 20 | 1 | | |
| 6 | 15 | 1 | | | 20 | 1 | | | 18 | 1 | | |

*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 Pupils to Academic Counselor (School Year 2019-2020)

| 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 2019-2020)

| 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) | |
| 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 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 10,581.06 | 2651.84 | \$7,929.22 | \$53,289 |
| District | N/A | N/A | \$7,929.22 | \$53,920 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -1.2 |
| State | N/A | N/A | \$7,750 | \$71,448 |
| Percent Difference - School Site and State | N/A | N/A | 2.3 | -29.1 |

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

Types of Services Funded (Fiscal Year 2019-2020)

Students living outside the town boundaries are provided transportation to and from the school. Special Education students receive appropriate services. Our English Learners receive both integrated and designated English Language Development from their classroom teachers. Targeted students receive additional push-in or pullout intervention services as needed by a bilingual para professional. Programs are funded through a combination of local, state and federal resources.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,075 | \$46,965 |
| Mid-Range Teacher Salary | \$60,619 | \$67,638 |
| Highest Teacher Salary | \$82,661 | \$88,785 |
| Average Principal Salary (Elementary) | | \$112,524 |
| Average Principal Salary (Middle) | | \$117,471 |
| Average Principal Salary (High) | | |
| Superintendent Salary | \$110,788 | \$128,853 |
| Percent of Budget for Teacher Salaries | 22.0 | 30.0 |
| Percent of Budget for Administrative Salaries | 8.0 | 6.0 |

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 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

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. In 2017-18 the professional development focus was on the implementation of the new reading/ELA series. In 2018-19 the focus of professional development was on English Language development. In 2018-19, on-site professional development focused on writing and components of the Multi-Tiered Systems of Support. For 2020-21, professional learning will focus on instructional decision making and the formative assessment process. Stanislaus County Office of Education (Curriculum Dept.) staff and the school principal will lead the professional learning. During the 2020-21 school year, one teacher will received additional professional development and support through the county's Induction program with one of our master teachers providing the supervision.