Valleydale Elementary School
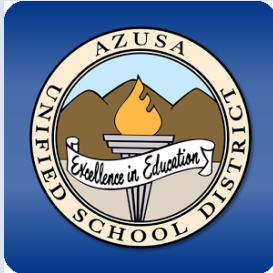
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Azusa Unified School District

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School Description

The staff at Valleydale Elementary School is very committed to increasing student achievement by offering quality instruction through such programs as DBQ (document-based questioning), PLC (professional learning communities), and quality intervention/ enrichment. Our academic focus is centered around creating an instructional environment where students are provided daily collaborative practices, instruction supports cognitive rigor, and students are engaged in academic discourse. Valleydale staff works to increase rigor in daily instruction by providing opportunities to collaborate around complex tasks, text, and problems. This focus has lead the staff to create higher-level questions throughout the curriculum and across content areas to ensure that all students have an opportunity to engage in critical thinking. Instruction at Valleydale is centered around student opportunities to experience the Four Cs; collaboration, critical thinking, communication and creativity. These experiences will help students to be prepared for the demands of college and careers in the 21st Century. In addition, we have a CCSS aligned English Language Arts and math curriculum. Students are supported with differentiated instruction through our school-wide intervention block. English Language learners are afforded both daily designated and integrated English Language Development instruction. In order to create a positive learning environment, we have implemented Positive Behavior Interventions and Supports, PBIS. Staff, students, and the community are encouraged to follow three behavior expectations; show respect, solve problems, and make smart choices. Students are recognized for positive behavior choices and are motivated through incentive programs. Our staff recognizes the important role that self-esteem plays in the success of each child. In partnership with McKinley Center and other agencies, we provide counseling services for students on campus.

We are committed to providing our students and parents with a quality instructional program. We are proud to offer:

- Emphasis on a Common Core standards instructional program in English, Math and Science
- Focus on high expectations and achievement for ALL students
- GLAD strategies used to assist students in developing language
- A safe and clean campus that supports student learning
- Wonderful library with thousands of titles including Common Core exemplar materials
- Outstanding parent involvement through SSC, ELAC, Parent Nights
- Professional Learning Communities
- Quality staff development for our certificated and classified staff members
- Think Together after-school program

At Valleydale Elementary we create a community that fosters a safe, respectful, positive school environment that empowers student growth in academics, community involvement, and personal relationships.

En la Escuela Primaria Valleydale creamos una comunidad que fomenta la seguridad, respeto y ambiente escolar positivo que promueve el crecimiento academico del estudiante, la participacion de la comunidad y relaciones personales.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	46
Grade 2	47
Grade 3	40
Grade 4	49
Grade 5	50
Total Enrollment	280

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.7
Hispanic or Latino	92.1
White	3.6
Two or More Races	0.4
Socioeconomically Disadvantaged	90.4
English Learners	38.6
Students with Disabilities	18.2
Foster Youth	0.4
Homeless	5

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 for Valleydale Elementary	17-18	18-19	19-20
With Full Credential	13	17	23
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Valleydale Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Math 4 (2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Carolina Biological Science (2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman - History-Social Studies for California (2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Valleydale Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1956, with modernizations made in 2005, the school sits on 11.5 acres. Facilities span 499,805 square feet and include a multipurpose room, library, cafeteria, 22 permanent classrooms, three portable classrooms, updated playground, and one computer lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-02-18

System Inspected	Repair Status	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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	38	39	40	50	50
Math	36	35	28	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.7	19.6	31.4

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.

School Year 2018-19 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	147	144	97.96	38.19
Male	76	74	97.37	35.14
Female	71	70	98.59	41.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	132	97.78	35.61
White	--	--	--	--
Socioeconomically Disadvantaged	137	134	97.81	37.31
English Learners	74	71	95.95	29.58
Students with Disabilities	30	30	100.00	10.00
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.

School Year 2018-19 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	147	143	97.28	34.97
Male	76	74	97.37	32.43
Female	71	69	97.18	37.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	131	97.04	32.82
White	--	--	--	--
Socioeconomically Disadvantaged	137	133	97.08	33.08
English Learners	74	71	95.95	28.17
Students with Disabilities	30	30	100.00	10.00
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.

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)
Parents and community members are very supportive of the educational program at Valleydale Elementary School. Parents and the community participate in parent nights, parent workshops, Coffee with the Principal, School Site Council, English Language Advisory Committee, Back to School Night, Open House, parent-teacher conferences as well as other school-wide events. An essential responsibility of the School Site Council is the approval of the "School Plan for Student Achievement" which is developed using assessment data, research based instructional strategies and standards based curriculum. Parents are included in the planning, review, and improvement of programs through organized, ongoing School Site Council meetings. As a school site that receives Title I funding, an annual meeting is held to inform parents about the Title I program and its requirements. Regular meetings are held to provide an opportunity for open dialogue between stakeholders regarding student achievement, as well as topics related to school performance, curriculum, assessments, and proficiency levels. Parents have also had the opportunity to participate in the Families in Schools program which focuses on parent engagement and parent leadership. These workshops are lead by parent leaders who work to provide our families the literacy skills that will support student academic achievement. Additionally, parent workshops are provided based on identified needs from school and district-wide surveys.

Parents also volunteer in the classrooms and on field trips. Valleydale is proud to offer a parent room open to all Valleydale families. The parent room is run by our community liaison who also assists our families by facilitating connections to a myriad of community resources.

Valleydale Elementary School enjoys many community and academic partnerships. Some of these include: Azusa Pacific University, THINK Together, Homework House, Valleydale Park Partnership, Mc Donald's, AXA,
Target and Chick-fil-a.

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 safety of students and staff is one of Valleydale Elementary School's priorities. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete district-wide earthquake drill, which includes an entire school evacuation. Teachers, staff, and administrators are trained and practice lockdown procedures that, in an emergency, can secure the entire campus. Additionally, staff has participated in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training which is a research-based approach to respond to an imminent threat situation.

A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Teachers and administrators are on duty during recess and before school. Our noon supervisors and administrators are on duty during lunch and after school to ensure the safety of all students.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. Valleydale Elementary School-aligned the safety program with Positive Behaviors Interventions and Supports. The School Safety Committee and School Site Council evaluates the plan annually and updates the plan as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	0.7	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.38
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	.38

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		19	1	2		19	1	2	
1	24		1		23		1		24		1	
2	24		2		24		2		25		2	
3	25		2		24		2		26		2	
4	24		1		27		2		31		1	
5	34			2	33			1	34			2
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38	43	40

Our Valleydale teachers have undergone many hours of professional development to bring research-based teaching strategies into every classroom. Teachers collaborate weekly in our Professional Learning Communities model, which focuses on effective instructional strategies including the best use of student data at least times per month. Topics are decided through leadership team meetings and through annual staff surveys that identify areas of interest and needs. In addition, statewide SBAC assessment data help to guide the areas our educators must focus on in terms of staff development. During the PLC process teachers regularly develop formative assessments and to share work samples. Based on the data analysis teachers modify instruction to best support students. Additionally, teachers have the opportunity to share best teaching practices and to reflect on their own instruction.

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy.

Beginning in 2017 through 2020, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,541	$49,084
Mid-Range Teacher Salary	$75,981	$76,091
Highest Teacher Salary	$97,768	$95,728
Average Principal Salary (ES)	$116,390	$118,990
Average Principal Salary (MS)	$126,700	$125,674
Average Principal Salary (HS)	$139,662	$137,589
Superintendent Salary	$232,455	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,763	$2,050	$5,713	$79,054
District	N/A	N/A	$5,489	$84,887.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.0	-11.3
School Site/ State	-26.0	-2.3

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

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

In addition to the district supported supplemental programs, Valleydale provides targeted academic tutoring to identified students beyond the instructional day. Students have access to supplemental programs such as Accelerated Reader and Moby Max that increase academic achievement and narrow the achievement gap.

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. All Azusa Unified School District schools provide students with on-site internet access.