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Valley Home Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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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	Valley Home Elementary School
Street	13231 Pioneer Ave.
City, State, Zip	Valley Home, CA 95361
Phone Number	(209) 847-0117
Principal	Tom Price
Email Address	tprice@vhjsd.org
Website	vhjsd.org
County-District-School (CDS) Code	50-71324-6053201

Entity	Contact Information
District Name	Valley Home Joint Elementary School District
Phone Number	(209) 847-0117
Superintendent	Tom Price
Email Address	tprice@vhjsd.org
Website	www.vhjsd.org

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

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 though 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 2018-19)

Grade Level	Number of Students
Kindergarten	25
Grade 1	14
Grade 2	26
Grade 3	17
Grade 4	19
Grade 5	20
Grade 6	20
Grade 7	11
Grade 8	14
Total Enrollment	166

Student Enrollment by Group (School Year 2018-19)

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	36.1
White	53
Two or More Races	6
Socioeconomically Disadvantaged	47
English Learners	20.5
Students with Disabilities	6
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	7	7	8	8
Without Full Credential	1.5	1.5	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: December 2019

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	Engage New York - current online edition	Yes	0
Science	4-5 Houghton Mifflin, 2008 6-8 Prentice Hall, 2008	No	0
History-Social Science	K-5 Macmillian/McGraw Hill, 2007 6-8 Glencoe/McGraw Hill, 2007	No	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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all school are clean, safe, and functional. T o 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.

Improvements during the summer of 2018 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 w as 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)
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: 1/7/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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 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)	42	30	42	30	50	50
Mathematics (grades 3-8 and 11)	31	31	31	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	99	96	96.97	3.03	30.21
Male	51	50	98.04	1.96	22.00
Female	48	46	95.83	4.17	39.13
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	16.67
Native Hawaiian or Pacific Islander					
White	53	51	96.23	3.77	41.18
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	14.58
English Learners	22	22	100.00	0.00	13.64
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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	99	96	96.97	3.03	31.25
Male	51	50	98.04	1.96	26.00
Female	48	46	95.83	4.17	36.96

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	36	36	100.00	0.00	19.44
Native Hawaiian or Pacific Islander					
White	53	51	96.23	3.77	39.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	18.75
English Learners	22	22	100.00	0.00	18.18
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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	15.8	21.1	15.8

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.

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)

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, filed trip chaperones, athletic event coaches & referees, 8th grade events planning, honor roll celebrations, and attendance at School Board meetings.

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	1.6	0.0	0.6	1.6	0.0	0.6	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)

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 though 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 will be presented to the school board for approval in February 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	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	10	1			18	1			25		1	
1	20	1			21		1		14	1		
2	24		1		19	1			26		1	
3	23		1		22		1		17	1		
4	20	1			20	1			19	1		
5	18	1			21		1		20	1		
6	22		1		15	1			20	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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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	10,581.06	2651.84	$7,929.22	$53,289
District	N/A	N/A	$7,929.22	$53,289

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	5.5	-19.7

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)

Students living outside he town boundaries are provided transportation to and from the school. Special Education students receive appropriate services. Our English Learners receive appropriate classroom instruction by the teacher. 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 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	26%	31%
Percent of Budget for Administrative Salaries	8%	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	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. The workshops have been led by Stanislaus County Office of Education (Curriculum Dept.) staff. During collaboration meetings with staff, the data & strategies presented are reviewed, shared and discussed. The individual grade levels have developed their academic vocabulary lists and are posted on our web page. One full day and six minimum days are provided for professional development. During the 2019-20 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.