

Valadez Middle School Academy

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School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access – Websites with additional information

DataQuest Website

DataQuest is an online data tool located on the California Department of Education web page that contains additional reports for accountability (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, data regarding English learners and additional information. Reports are available by school and comparisons to other schools, the district, the county and State. The website is <http://dq.cde.ca.gov/dataquest/>.

Ed-Data Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade 12 schools. The website is: <http://www.ed-data.k12.ca.us/Pages/Home.aspx>

Public 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.

II. About This School

School Description and Mission Statement

Gualberto J. Valadez Middle School Academy is home to the Valadez Eagles where students “Soar for Success.” Our school opened its doors on September 2, 2008 with 459 sixth- and seventh-grade students. Eighth graders joined the Valadez community in the 2009-2010 school year. We welcome students, staff and visitors with an impressive central courtyard that is surrounded by five two-story academic buildings wired for the latest interactive technology. School features include 22 classrooms, 4 science labs, 2 computer labs, student locker rooms, visual and performing arts classrooms, a media/library center, a multipurpose room and an administrative center.

Valadez Middle School Academy is named after the beloved educator Gualberto J. Valadez who taught in our district from 1939 until 1983. Mr. Valadez inspired countless students with his endless dedication and passion. He taught students how to overcome obstacles and strive for excellence. Valadez’s mascot is the eagle, because like the eagle, Mr. Valadez’s winning spirit and keen vision led students to “Soar for Success.”

Valadez’s vision is to create a nationally recognized academic community focused on rigorous instruction that instills in all students the skills to succeed as life-long learners and responsible citizens who are committed to improving themselves, their community, the country, and the world.

Our Shared School Core Values are:

- RESPECT - showing consideration and appreciation for ourselves, others, and the environment
- RESPONSIBILITY- being accountable for our actions
- RESILIENCY – persistent effort with integrity

Our School Mission is:

Success is our only option and P.R.I.D.E. (Personal Responsibility in Daily Effort) is the path we take.

At Valadez, we believe that academic achievement is possible when students feel positively supported by the school community and are able to make strong relationships that foster success. Our teachers and staff, continue to volunteer their time for students to participate in an array of activities; such as: Anime Club, Cross Country Team, Ballet Folklorico Dance, Mariachi Group, Bridges, Tech Club, Newspaper Club,

Scrapping and Writing Club, Hip Hop, and many more.

Opportunities for Parental Involvement

Valadez Middle School Academy acknowledges the importance of establishing a strong relationship between parents, school staff and the neighboring community. Parent involvement is essential in building strong educational bonds. Our school established our Parent Teacher Association (PTA), our School Site Council (SSC) and our English Language Advisory Committee (ELAC) last year. Within these advisory committees the parent involvement policy and school-parent compact are reviewed and updated annually. We offer presentations for our parents, including partnerships with local businesses such as UCI, Kaiser Permanente, USC, and child Guidance. Topics for presentations may include Adolescent Development, Raising a College Bound Child, and Navigating the Path to University acceptance.

Communication with parents is also very vital for student achievement, so we make it a priority to keep parents informed. Administration communicates public service announcements, attendance, and other informational items through the Electronic Phone Communication System.. Communication is provided in both English and Spanish. Staff uses the on-line Aeries system to keep parents informed of student progress. Parents can also access the Valadez website for important information. Parent nights are offered to guide parents with how the Aeries program works; additionally, two computers are set aside for our parents to access Aeries in the school office. The student school planners/agendas act as another method of academic communication between the teachers, students and parents.

Our teachers and staff coordinate efforts to encourage parents to attend Back-to-School Night, Open House, and Parent-Teacher conferences. Informational meetings for parents whose children are enrolled in special programs such as AVID, ELD and Title One are provided annually. The purpose of these meetings is to discuss the goals and objectives of the school programs. These meetings also work as a venue to gain public opinion. Parents completed a questionnaire in which the parents recommended different parent night topics and events. After reviewing their requests, we now offer a very well attended College Night and an Informational Night focusing on the Adolescent Child. We continue to add on more parent nights to our calendar such as the Project Inspire Parent series. We provide our incoming sixth grade parents with an Orientation Night in the spring. Through PTA, parents support the school library by working at the Scholastic book fair and by helping with the RIF book distribution. Parents also volunteer to assist teachers with classroom support and other parents volunteer in the office and library.

Average Class Size and Class Size Distribution

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.3	7	9	1	24.2	5	27	2	25.8	6	13	4
Mathematics	27.3	2	4	2	29.96	0	19	2	31.8	1	4	8
Science	28.3	2	3	2	28.27	0	20	2	32.4	1	4	9
Social Science	28.0	1	4	1	28.52	1	16	0	29.4	1	3	3

III. School Climate

School Safety Plan – Last reviewed, updated and shared with staff

The principal concern of the Valadez educational community is to ensure that all students and staff members are provided with a safe, clean, and secure school environment and to provide an organizational structure that creates a consistent, safe, proactive, and positive climate on our school campus. The school safety plan is updated and reviewed with staff annually.

Suspensions and Expulsions – This School

Rate*	School 2008–09	School 2009–10	School 2010–11
Suspensions	35.3	21.0	
Expulsions	0		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions and Expulsions Rate – District-wide

Rate*	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.5	.0012	
Expulsions	0.1	.06	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

<p><i>Date of Inspection 10/05/11</i></p> <p><i>The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i></p>

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			Hand Dryer repair – work order submitted and repair made.
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials – District-wide

Teachers	District 2010–11
With Full Credential	1110
Without Full Credential	1
Teaching Outside Subject Area of Competence (with full credential)	18

Teacher Credentials – This School

Teachers	School 2008–09	School 2009–10	School 2010–11
With Full Credential	22	25	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)		2	0

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%

All Schools in District	97.40%	2.60%
High-Poverty Schools in District	98.81%	1.19%
Low-Poverty Schools in District	96.73%	3.27%

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (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		

Note: Cells shaded in black do not require data.

VII. Curriculum and Instructional Materials

VIII. Instructional Planning and Scheduling

Professional Development – Most recent 3-years

Preservice Days in 06/07 = 5 days

Preservice Days in 07/08 = 5 days

Preservice Days in 08/09 = 4 days

Preservice Days in 09/10 = 2 days

Preservice Days in 10/11 = 0 days

In the above years, schools were either on the weekly early release/late start (PLC's) or the (8) district staff development days.

Minimum days are separate.

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District			\$5,383	\$75,358
Percent Difference – School Site and District				
State			\$5,455	\$69,207
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Types of Supplemental and Enrichment Services Funded (Fiscal Year 2010–11)

In addition to school site budgets, our school also receives the following supplemental funding:

- **School and Library Improvement budget**
- **PTA gifts funds** - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies.
- **Title I funding** – Federal funding based on free/reduced lunch participation rates to provide additional services
- **Title III Federal Funding** – For English Learners
- **Other grants:** CBET, Mind Math Institute, Elementary Counseling, School Readiness, CBET and other grants.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,777	\$42,017
Mid-Range Teacher Salary	\$73,744	\$67,294
Highest Teacher Salary	\$92,516	\$86,776
Average Principal Salary (Elementary)	\$110,464	\$108,534

Average Principal Salary (Middle)	\$116,201	\$112,893
Average Principal Salary (High)	\$134,469	\$123,331
Superintendent Salary	\$256,434	\$226,417
Percent of Budget for Teacher Salaries	42.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

X. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	34%	38%	38%	65%	67%	69%	49%	52%	54%
Mathematics	27%	37%	41%	65%	67%	69%	46%	48%	50%
Science	0%	50%	49%	66%	70%	75%	50%	54%	57%
History-Social Science	0%	37%	41%	58%	62%	68%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	69%	69%	75%	68%
All Students at the School	38%	41%	49%	41%
Male	35%	40%	50%	44%
Female	41%	42%	48%	37%
Black or African American	24%	35%	0%	0%
American Indian or Alaska Native				
Asian	81%	50%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	36%	40%	47%	41%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	67%	64%	82%	50%
Two or More Races	0%	0%	0%	0%

Socioeconomically Disadvantaged	36%	40%	47%	40%
English Learners	9%	17%	11%	15%
Students with Disabilities	24%	17%	0%	6%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts				66%	67%	75%	52%	54%	59%
Mathematics				70%	72%	73%	53%	54%	56%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	25%	27%	48%	27%	40%	33%
All Students at the School						

Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	24.50%	16.60%	7.40%
9	0.00%	0.00%	0.00%

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.

XI. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	20	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		19	12
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		

Socioeconomically Disadvantaged		22	14
English Learners		0	7
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	640	729	19,218	859	4,683,676	778
Black or African American	16	663	347	809	317,856	696
American Indian or Alaska Native	0		36	881	33,774	733
Asian	14	848	2,170	956	398,869	898
Filipino	5		308	906	123,245	859
Hispanic or Latino	571	722	6,832	787	2,406,749	729
Native Hawaiian or Pacific Islander	2		47	864	26,953	764
White	30	828	9,010	890	1,258,831	845
Two or More Races	0		223	914	76,766	836
Socioeconomically Disadvantaged	591	724	5,912	771	2,731,843	726
English Learners	380	678	3,643	746	1,521,844	707
Students with Disabilities	71	596	1,908	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 2	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		17.6%

Note: Cells shaded in black do not require data.