

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Valadez Middle School Academy

2014-15
School Accountability Report Card
Published in 2015-16



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PYLUSD: Where...

Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future

Happens!



Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and with courage, hard work, and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs, and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key Focus Areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff, and parents as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff, and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2015-16 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents, and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Doug Domene, Ed.D.
 Superintendent

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.



School Mission Statement

"Success is our only option, and PRIDE (Personal Responsibility in Daily Effort) is the path we take."



Principal's Message

Valadez Middle School Academy is located in a suburb in North Orange County, and it encompasses children from each end of the socioeconomic spectrum. The school resides in the center of a juxtaposed district spanning several cities of varying wealth. Valadez Middle School Academy acquires students from all walks of life. Our teachers have a passion for accommodating the needs of all students and work diligently with the growing population of English language learners and special-education students entering Valadez's classrooms. There are 34 general-education classrooms. Students are provided a comprehensive, Common Core State Standards curriculum in the core content areas of English language arts, mathematics, history/social science, and science. State frameworks are also utilized in the areas of physical education and performing arts. An elective program—which includes instrumental and vocal music, leadership studies, art, a state-of-the-art Synergy Lab, and a library/learning center—provides additional educational opportunities for our students. There is a total of 60 staff members, including a principal, assistant principal, school counselor, part-time school psychologist, 34 general-education teachers, five special-education teachers, a library clerk, school secretary, attendance clerk, front-office clerk, campus supervisor, two noon supervisors, three custodians and a part-time health clerk: "We envision our school as a place where we learn in a collaborative and supportive environment, strive for continuous academic improvements, and work together as a safe and caring community to develop integrity and good character." Valadez is at the forefront of integrating technology into the curriculum. Technologically literate students exit Valadez Middle School Academy after applying varied skills in two computer labs; three mobile computer carts; and a 21st Synergy Technology Lab, where students interface with a variety of computer modules and high-tech equipment. Additionally, every classroom has been updated with Interactive Classrooms containing a 90-inch interactive Promethean board, state-of-the-art sound-distribution system, Web tablets and document cameras. These tools help to ensure that students' learning is interactive and that they are engaged with curriculum. The most evident characteristic of Valadez Middle School Academy is the positive climate that is apparent upon stepping onto campus. Caring teachers seek to nurture the intellectual, physical, social and emotional development of their students. As part of the school's commitment to the community, Valadez Middle School Academy staff places a high priority on collaboration, professional growth, and enrichment opportunities. Academic success and admirable citizenship are celebrated and rewarded.

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 has a well-established Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC). 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 the University of California, Irvine (UCI), Kaiser Permanente, the University of Southern California (USC), and Child Guidance Center. 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 online 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 (Advancement Via Individual Determination), ELD and Title I 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.

For more information on how to become involved at the school, please contact the PTA president at (714) 986-7440.

School Safety

The principle 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.

The school safety plan was last reviewed, updated and discussed with the school faculty in January 2016.

School Description

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 2009-10 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. The school's features include 22 classrooms, four science labs, two 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 lifelong 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 PRIDE (Personal Responsibility in Daily Effort) is the path we take.

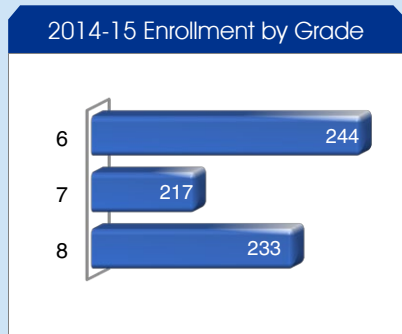
At Valadez, we believe that academic achievement is possible when students feel positively supported by the school community and are able to make strong relationships that foster success. Academic success is at the forefront of all we do!

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

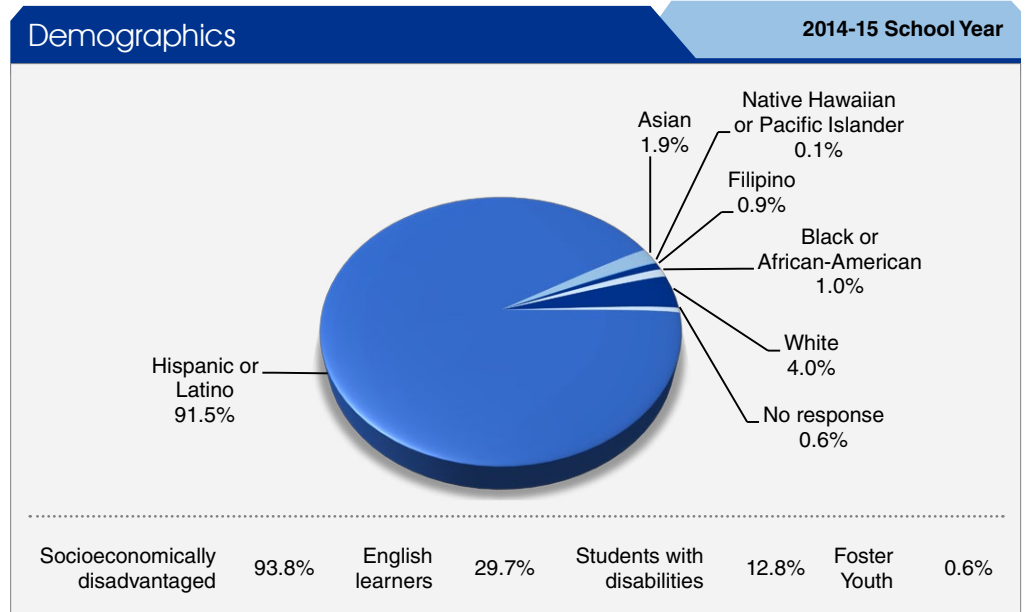
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



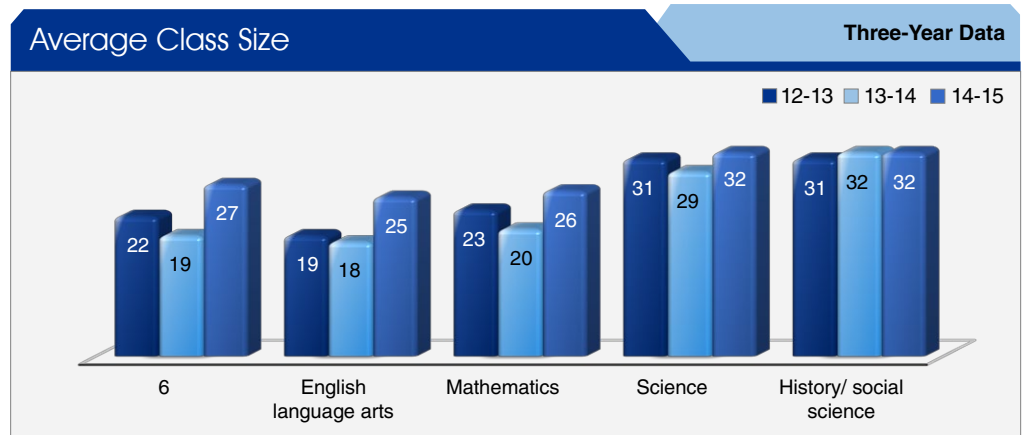
Enrollment by Student Group

The total enrollment at the school was 694 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Valadez MS Academy			
	12-13	13-14	14-15
Suspension rates	17.6%	20.6%	16.4%
Expulsion rates	0.3%	0.0%	0.0%
Placentia-Yorba Linda USD			
	12-13	13-14	14-15
Suspension rates	3.6%	3.4%	2.4%
Expulsion rates	0.1%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Grade	Three-Year Data									
	2012-13			2013-14			2014-15			
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
6		2	6		2	6		9		
Subject	Three-Year Data									
	2012-13			2013-14			2014-15			
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+	
English language arts		9	3		11	1		2	9	1
Mathematics	1	4	7		12	2		4	5	5
Science		4	8		5	7		4	8	
History/social science		4	8		6	6		5	7	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Valadez MS Academy	Placentia-Yorba Linda USD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	Yes	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Valadez MS Academy	Placentia-Yorba Linda USD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2010-2011	2013-2014	
Year in Program Improvement	Year 4	Year 1	
Number of Title I schools currently in Program Improvement	6		
Percentage of Title I schools currently in Program Improvement	75.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 7

Four of six standards	19.2%
Five of six standards	29.3%
Six of six standards	20.7%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 6-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Valadez MS Academy			Placentia-Yorba Linda USD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	64%	68%	76%	76%	77%	75%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	75%	
All students at the school	76%	
Male	79%	
Female	72%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	75%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	76%	
English learners	40%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Valadez MS Academy	Placentia-Yorba Linda USD	California
English language arts/literacy	39%	62%	44%
Mathematics	33%	54%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	246	243	98.8%	30%	35%	28%	7%
Male		124	50.4%	35%	39%	21%	6%
Female		119	48.4%	26%	30%	36%	8%
Black or African-American		4	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	1.6%	❖	❖	❖	❖
Filipino		4	1.6%	❖	❖	❖	❖
Hispanic or Latino		214	87.0%	31%	35%	28%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	4.5%	9%	27%	45%	18%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		219	89.0%	32%	37%	26%	6%
English learners		69	28.0%	71%	23%	6%	0%
Students with disabilities		31	12.6%	77%	16%	6%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	246	244	99.2%	33%	31%	20%	16%
Male		125	50.8%	33%	37%	17%	14%
Female		119	48.4%	34%	25%	23%	18%
Black or African-American		4	1.6%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	1.6%	❖	❖	❖	❖
Filipino		4	1.6%	❖	❖	❖	❖
Hispanic or Latino		215	87.4%	33%	33%	17%	16%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	4.5%	18%	9%	55%	18%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		220	89.4%	35%	34%	17%	15%
English learners		70	28.5%	69%	30%	1%	0%
Students with disabilities		31	12.6%	84%	13%	0%	3%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	217	212	97.7%	25%	32%	39%	4%
Male		112	51.6%	28%	34%	33%	5%
Female		100	46.1%	22%	30%	45%	3%
Black or African-American		1	0.5%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		3	1.4%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		195	89.9%	26%	33%	37%	4%
Native Hawaiian or Pacific Islander		1	0.5%	✦	✦	✦	✦
White		11	5.1%	18%	18%	64%	0%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		203	93.5%	26%	33%	37%	3%
English learners		46	21.2%	70%	26%	4%	0%
Students with disabilities		29	13.4%	72%	17%	10%	0%
Students receiving Migrant Education services		3	1.4%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	217	214	98.6%	34%	35%	21%	9%
Male		114	52.5%	39%	27%	23%	11%
Female		100	46.1%	29%	44%	20%	7%
Black or African-American		1	0.5%	✦	✦	✦	✦
American Indian or Alaska Native		0	0.0%	✦	✦	✦	✦
Asian		3	1.4%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		197	90.8%	34%	36%	21%	9%
Native Hawaiian or Pacific Islander		1	0.5%	✦	✦	✦	✦
White		11	5.1%	27%	45%	27%	0%
Two or more races		0	0.0%	✦	✦	✦	✦
Socioeconomically disadvantaged		205	94.5%	35%	37%	21%	7%
English learners		48	22.1%	81%	19%	0%	0%
Students with disabilities		29	13.4%	90%	10%	0%	0%
Students receiving Migrant Education services		3	1.4%	✦	✦	✦	✦
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	229	224	97.8%	16%	46%	34%	4%
Male		122	53.3%	18%	48%	31%	2%
Female		102	44.5%	14%	42%	38%	6%
Black or African-American		3	1.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	3.1%	❖	❖	❖	❖
Filipino		2	0.9%	❖	❖	❖	❖
Hispanic or Latino		206	90.0%	17%	46%	34%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		6	2.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		211	92.1%	17%	45%	34%	4%
English learners		56	24.5%	45%	48%	7%	0%
Students with disabilities		20	8.7%	70%	30%	0%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	229	225	98.3%	31%	36%	20%	13%
Male		122	53.3%	28%	38%	22%	12%
Female		103	45.0%	34%	35%	17%	14%
Black or African-American		3	1.3%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	3.1%	❖	❖	❖	❖
Filipino		3	1.3%	❖	❖	❖	❖
Hispanic or Latino		206	90.0%	31%	38%	19%	12%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		6	2.6%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		212	92.6%	32%	35%	20%	13%
English learners		57	24.9%	65%	28%	5%	2%
Students with disabilities		20	8.7%	80%	15%	5%	0%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Valadez Middle School Academy was inspected in August 2015. The school meets all standards of good repair. Any deficiencies noted, if any, are not significant and/or impact a very small area of the school. Valadez Middle School Academy passed the 2015-16 Williams Audit Inspection Facility Inspection.

Textbooks and Instructional Materials

The assistant superintendent of Educational Services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of Educational Services. The assistant superintendent is responsible for preparing recommendations for the Board of Education. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2015. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	<i>The Language of Literature</i> , McDougal Littell	2010
Mathematics	<i>Larson Big Ideas: Course 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Larson Big Ideas: Advanced 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Larson Big Ideas: Course 2</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Larson Big Ideas: Advanced 2</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Larson Big Ideas: Course 3</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Algebra 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Geometry</i> , Houghton Mifflin Harcourt	2015
Science	<i>Focus on Life Science</i> , California Edition, 2007; Glencoe	2008
Science	<i>Focus on Physical Science</i> , California Edition, 2007; Glencoe	2007
History/social science	<i>Discovering Our Past: Medieval and Early Modern Times</i> , California Edition, 2006; Glencoe	2007

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Valadez MS Academy	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/11/2015
Date of the most recent completion of the inspection form			8/11/2015

Professional Development

To support teachers during the one day of Preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for Preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For Preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the Preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support, and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction, and assessment.

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during Preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, Advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Intervention and Supports (PBIS), and AVID/WICOR strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as Individual Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [B TSA]).

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be completed before the end of the 2015-16 school year. Maintenance items will be prioritized so that student safety is not compromised.



Professional Development Days

Professional Development Days	
2013-14	1 day
2014-15	1 day
2015-16	0 days



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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.00
Average number of students per academic counselor	650
Support Staff	
FTE	
Social/behavioral or career development counselors	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Placentia-Yorba Linda USD	Valadez MS Academy		
Teachers	15-16	13-14	14-15	15-16
With full credential	1,067	31	32	32
Without full credential	1	0	0	0
Teaching outside subject area of competence	4	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Valadez MS Academy		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Valadez MS Academy	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Placentia-Yorba Linda USD	Similar Sized District
Beginning teacher salary	\$39,997	\$43,165
Midrange teacher salary	\$74,152	\$68,574
Highest teacher salary	\$93,027	\$89,146
Average elementary school principal salary	\$111,686	\$111,129
Average middle school principal salary	\$115,999	\$116,569
Average high school principal salary	\$125,379	\$127,448
Superintendent salary	\$233,520	\$234,382
Teacher salaries: percentage of budget	42%	38%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Valadez MS Academy	\$4,256	\$66,549
Placentia-Yorba Linda USD	\$6,023	\$73,852
California	\$5,348	\$72,971
School and district: percentage difference	-29.3%	-9.9%
School and California: percentage difference	-20.4%	-8.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$5,242
Expenditures per pupil from restricted sources	\$986
Expenditures per pupil from unrestricted sources	\$4,256
Annual average teacher salary	\$66,549

Types of Services Funded

- Local Control Funding Formula (LCFF) Supplemental
- Title I
- Title III



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.