Valadez Middle School Academy

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Grades 6-8
CDS Code 30-66647-0116525

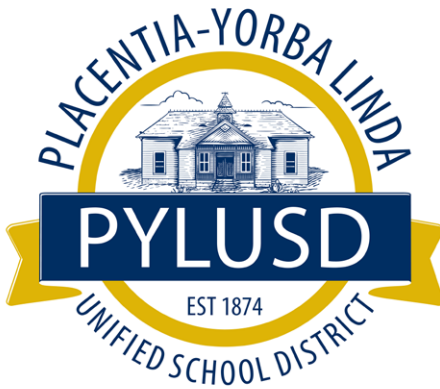Para español, visita
www.pylusd.org

SARC

2016-17
School Accountability
Report Card

Published in 2017-18

Placentia-Yorba Linda USD

Superintendent's Message

Dear PYLUSD Families,

On behalf of the Placentia-Yorba Linda Unified School District (PYLUSD) Board of Trustees, I am delighted to welcome you to the 2017-18 school year. The first day of school is always filled with great anticipation and excitement, and though the first day of school marks a new beginning for our students, the district's vision for the year remains steady and clear: We are committed to being a dynamic learning community that prepares every student for success now and in the future.

In preparation for the new year, PYLUSD teachers, staff and administrators remained hard at work to ensure the continued growth of the district's five focus areas—academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources. This included developing curriculum, exploring new classroom strategies, engaging staff with various professional-growth opportunities, strengthening community partnerships, increasing educational opportunities outside of the classroom, updating campus facilities, and much more. Whew—I could not be more proud of the thoughtful work that staff bring to each and every school year!

Looking ahead to another successful PYL school year, the district will continue to be driven by the mutual sense of pride and appreciation for the community that embraces and supports the influence of our teachers and staff. We are keenly aware of the valuable partnership our families and community partners play in our everyday success. It is that same unique partnership that helps to provide our students the very best in 21st century educational experiences. Future ready … you bet!

Whether students enter the new school year with their very first backpack and lunchbox in preppy-K or a senior preparing to start the journey leading to the family celebration of the graduation stage, PYLUSD wants to ensure that each student feel a sense of home and belonging on our campuses. Student and teacher success are vitally intertwined, and that momentum building success stems from a culture that promotes the emotional health, safety and well-being of students. That culture of care and belonging is truly the PYLUSD way!

Wishing you all the very best in the new school year. Let our journey begin!

Warm regards,

Gregory S. Plutko, 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.

PYLUSD: Where …
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!

Governing Board

Principal's Message

Valadez Middle School Academy is located in a suburb in North Orange County, and it serves children from each end of the socioeconomic spectrum. The school resides in the center of a 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.
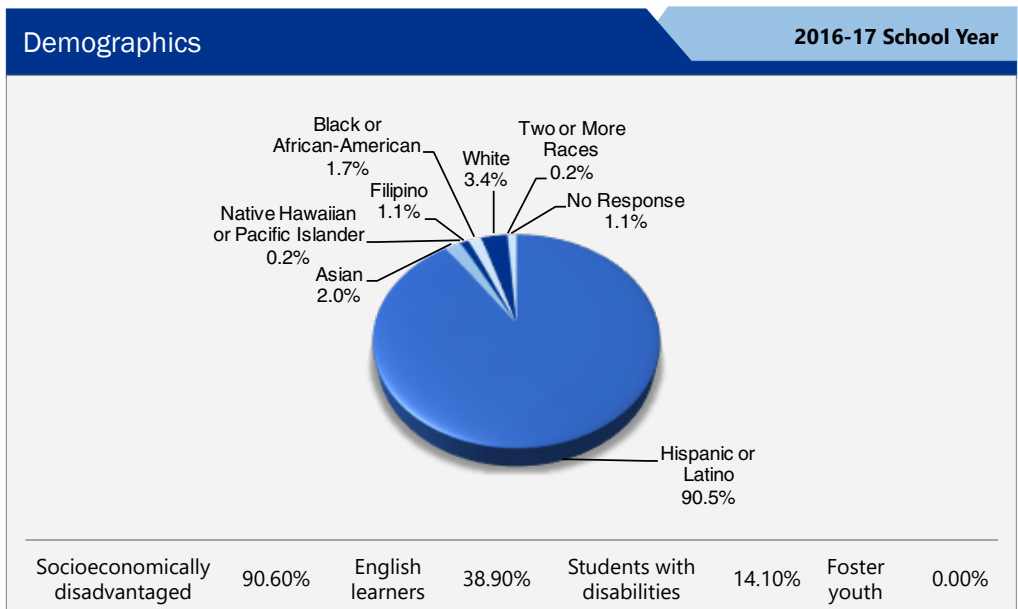
School Safety

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.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2017.

Enrollment by Student Group

The total enrollment at the school was 651 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2016-17 School Year

- Black or African-American 1.7%
- White 3.4%
- Two or More Races 0.2%
- Filipino 1.1%
- No Response 1.1%
- Native Hawaiian or Pacific Islander 0.2%
- Asian 2.0%
- Hispanic or Latino 90.5%

Socioeconomically disadvantaged	90.60%	English learners	38.90%	Students with disabilities	14.10%
Foster youth	0.00%				

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.

School Mission Statement

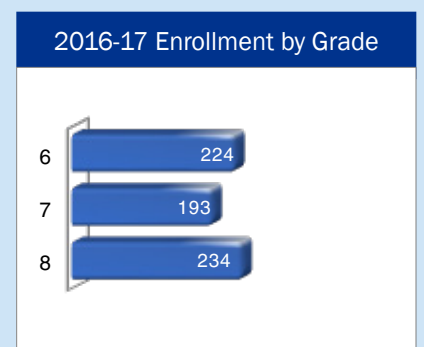Success is our only option, and PRIDE (Personal Responsibility in Daily Effort) is the path we take.

School Vision Statement

Our 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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade

Grade	Students
6	224
7	193
8	234

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 the Child Guidance Center. Topics for presentations may include "Adolescent Development," "Raising a College Bound Child" and "Navigating the Path to University Acceptance."
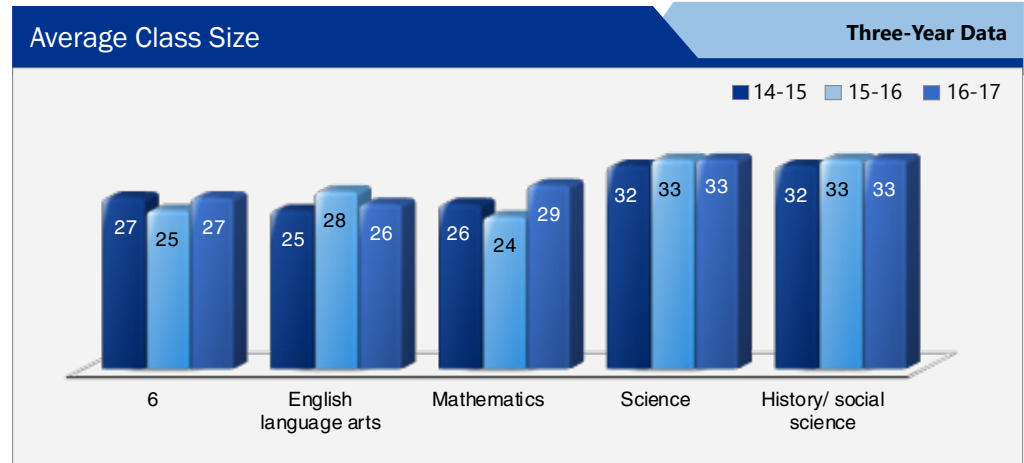
Communication with parents is also very vital for student achievement, so we make it a priority to keep parents informed. Administration communicates public-service announcements, attendance and other informational items through the Electronic Phone Communication System. Communication is provided in 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), English language development (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.

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Number of Classrooms by Size — Three-Year Data

Grade	2014-15 Number of Students			2015-16 Number of Students			2016-17 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		9		8	12	5	7	12	13

Subject	2014-15 Number of Students			2015-16 Number of Students			2016-17 Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	2	9	1	9	3	4	14	9	4
Mathematics	4	5	5	4	8	5	5	8	9
Science		4	8		4	9		6	13
History/social science		5	7		4	9	1	5	13

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 — Three-Year Data

	Valadez MS			PYLUSD			California		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspension rates	16.4%	12.2%	19.2%	2.4%	2.6%	2.6%	3.8%	3.7%	3.6%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

Professional Development

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 Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) 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 the Individualized 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 [BTSA]).

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, All PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

Professional Development Days			Three-Year Data
	2015-16	2016-17	2017-18
Valadez MS	0 days	0.5 days	0.5 days

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	
2016-17 School Year	
Grade 7	
Four of six standards	21.3%
Five of six standards	20.2%
Six of six standards	11.7%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/ Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Valadez MS		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	76%	66%	75%	74%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Valadez MS		PYLUSD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	42%	39%	66%	67%	48%	48%
Mathematics	32%	32%	57%	59%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. 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 2017-18 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	2017-18 School Year	
	Valadez MS	PYLUSD
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 schools currently in Program Improvement		6
Percentage of schools currently in Program Improvement		75.00%

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	640	636	99.38%	38.52%
Male	335	333	99.40%	33.93%
Female	305	303	99.34%	43.56%
Black or African-American	11	11	100.00%	36.36%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	76.92%
Filipino	❖	❖	❖	❖
Hispanic or Latino	579	575	99.31%	37.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21	21	100.00%	33.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	592	588	99.32%	37.07%
English learners	369	366	99.19%	24.86%
Students with disabilities	85	85	100.00%	4.71%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	640	639	99.84%	32.08%
Male	335	334	99.70%	33.23%
Female	305	305	100.00%	30.82%
Black or African-American	11	11	100.00%	36.36%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	13	13	100.00%	84.62%
Filipino	❖	❖	❖	❖
Hispanic or Latino	579	578	99.83%	29.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	21	21	100.00%	52.38%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	592	591	99.83%	29.95%
English learners	369	369	100.00%	20.87%
Students with disabilities	85	85	100.00%	8.24%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/12/2017

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 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.

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 materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review submitted on state-authorized lists and any other materials that 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 2017. 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 History Social Science 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. English language arts and English language development textbooks were adopted in the spring of 2017. History Social Science textbooks will be available for preview in the spring of 2018 for a possible pilot during the 2018-19 school year and recommended for adoption in the spring of 2019 for implementation in 2019-20.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	**Textbook**	**Adopted**
English language arts	Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections	2017
English language arts	*The Language of Literature,* McDougal Littell	2010
Mathematics	*Big Ideas Math,* Course 1; Houghton Mifflin Harcourt	2015
Mathematics	*Big Ideas Math: Advanced 1,* Houghton Mifflin Harcourt	2015
Mathematics	Big Ideas Math, Course 2; Houghton Mifflin Harcourt	2015
Mathematics	*Big Ideas Math: Advanced 2,* Houghton Mifflin Harcourt	2015
Mathematics	*Big Ideas Math, Course 3;* Houghton Mifflin Harcourt	2015
Mathematics	*Big Ideas Math: Algebra 1*, Houghton Mifflin Harcourt	2015
Mathematics	*Big Ideas Math: Geometry*, Houghton Mifflin Harcourt	2015
Science	*Focus on Life Science,* California Edition; Glencoe (2007)	2008
Science	*Focus on Physical Science,* California Edition; Glencoe (2007)	2007
History/social science	*Discovering Our Past: Medieval and Early Modern Times,* California Edition; Glencoe (2006)	2007

Quality of Textbooks

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

Quality of Textbooks	2017-18 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

"Caring teachers seek to nurture the intellectual, physical, social and emotional development of their students."

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2017-18 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	5/12/2017
Date of the most recent completion of the inspection form	5/12/2017

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2017-18 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Ceiling tiles and carpet repairs. Work orders placed.	10/18/2017
Cleanliness	Restroom flooring. Work order placed.	10/18/2017
Electrical	Ballasts and exhaust fans. Work order placed.	10/18/2017
Restrooms/fountains	Leaking faucets. Work order placed.	10/18/2017
Safety	Fire extinguisher case handles and plug in air fresheners. Work order placed.	10/18/2017

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 and the custodial supervisor work with the site 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 September 2017. 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 2017-18 Williams Inspections Facility Inspection.

- The school opened during the 2008-09 school year. There are 33 classrooms on campus.
- The school has an 18-module 21st century synergistic technology laboratory, computer lab, library, multi-purpose room and athletic fields.
- Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff.
- There are sufficient classroom, playground and staff spaces to support teaching and learning.
- Students are kept safe before and after school with parking lot and blacktop supervision. Additionally, teachers assist in supervising students before school. We offer an after-school program called GOALS that offers free child care to our families until 6 p.m. daily.
- Due to the newness of our school, we have not needed any school construction projects to date.

Types of Services Funded

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

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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	623
Support Staff	**FTE**
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.7
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	0.0

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		
	PYLUSD	**Valadez MS**		
Teachers	**17-18**	**15-16**	**16-17**	**17-18**
With a full credential	1,103	32	32	31
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Valadez MS		
Teachers	**15-16**	**16-17**	**17-18**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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

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!

Financial Data

The financial data displayed in this SARC is from the 2015-16 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.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	$7,173
Expenditures per pupil from restricted sources	$1,265
Expenditures per pupil from unrestricted sources	$5,908
Annual average teacher salary	$80,929

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	2015-16 Fiscal Year	
	PYLUSD	**Similar Sized District**
Beginning teacher salary	$44,188	$47,808
Midrange teacher salary	$81,921	$73,555
Highest teacher salary	$102,774	$95,850
Average elementary school principal salary	$117,581	$120,448
Average middle school principal salary	$125,626	$125,592
Average high school principal salary	$135,431	$138,175
Superintendent salary	$255,732	$264,457
Teacher salaries: percentage of budget	39%	35%
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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Valadez MS	$5,908	$80,929
PYLUSD	$7,202	$82,486
California	$6,574	$79,228
School and district: percentage difference	-18.0%	-1.9%
School and California: percentage difference	-10.1%	+2.1%

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.

Valadez Middle School Academy

School Accountability Report Card