<div style="border: 2px solid navy; text-align: center;">

Valentine Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Valentine Elementary School
Street	1650 Huntington Drive
City, State, Zip	San Marino, CA 91108-2503
Phone Number	626.299.7090
Principal	Ms. Colleen Shields
E-mail Address	cshields@smusd.us
Web Site	http://www.valentineschool.org
CDS Code	19649640000000

District Contact Information	
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
E-mail Address	superintendent@smusd.us
Web Site	www.smusd.us

School Description and Mission Statement (School Year 2016-17)

The mission of William L. Valentine Elementary School, in partnership with parents and community, is to provide students with an academically focused program in a positive and caring learning environment. Using broad-based curriculum and support programs, we strive to empower our students for future success by providing student self-worth, social responsibility, and respect for individual differences.

With a population of 582 students, Valentine Elementary School maintains a challenging educational program that is closely matched with the developmental stages and educational needs of the children.

Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Students become competent in using the tools of critical thinking and communication as they learn to become literate seekers of knowledge, effective users of ideas, information, communication, and problem solving. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education. Well-trained professionals effectively use high quality instructional tools, including readily available technology. Good citizenship and personal accountability for behavior are an integrated part of every activity.

Valentine Elementary School was recognized as a recipient of the 2015 National Blue Ribbon School Award. Our school community is very proud of the hard work of our students, staff and parents that contributed to this award for Outstanding Academic Achievement.

All students have equal access to the core and co-curriculum. Those with special needs (including English learners,learning disabled) receive specialized support, both in the mainstream and special programs, that is designed to access the core curriculum in ways that best suit individual learning styles and needs.

Interesting and creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	109
Grade 1	80
Grade 2	101
Grade 3	98
Grade 4	76
Grade 5	97
Total Enrollment	561

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	48.8
Filipino	1.2
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0
White	28
Two or More Races	12.8
Socioeconomically Disadvantaged	2.5
English Learners	21.2
Students with Disabilities	7.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	28	29	30	154
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. New ELA/ELD textbooks were adopted in 2016.

Reading/Language Arts (2015, 2017) and Mathematics (2014) and Social Studies (2006) and Science (2008) are standards-based texts.

On September 27, 2016, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see:

http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See: https://d3jc3ahdjad7x7.cloudfront.net/5BRtyYmQigelAXwBoBzekrzRJdNUb9TpgleMchPJ18G4CjX8.pdf	Yes	0
Mathematics	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	Yes	0
Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0
History-Social Science	See: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29916&pREC_ID=23652	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Valentine School facilities are well maintained in a manner that is clean, safe, and functional. The academic facilities are comfortable, spacious, air-conditioned, and well designed for instruction. We take pride in our beautiful gardens and large grass play field.

Inspections show no areas of deficiency. No complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the latest Facility Inspection Tool (FIT) can be found at: http://www.smusd.us/apps/pages/index.jsp?type=d&uREC_ID=29923&pREC_ID=23643   A new school facility conditions evaluation will be completed in February 2017.

School Facility Good Repair Status (Most Recent Year)

	School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/14/15			
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

	Year and month of the most recent FIT report: 10/14/15			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	89	94	84	88	44	48
Mathematics	89	90	85	85	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	93	96.9	95.7
	4	77	75	97.4	92.0
	5	100	91	91.0	93.4
Male	3	42	41	97.6	92.7
	4	39	38	97.4	86.8
	5	54	48	88.9	89.6
Female	3	54	52	96.3	98.1
	4	38	37	97.4	97.3
	5	46	43	93.5	97.7
Asian	3	38	35	92.1	100.0
	4	44	43	97.7	95.3
	5	47	40	85.1	95.0
Hispanic or Latino	3	13	13	100.0	84.6
	5	13	13	100.0	84.6
White	3	37	37	100.0	94.6
	4	14	13	92.9	92.3
	5	30	28	93.3	100.0
English Learners	3	13	10	76.9	100.0
	4	13	12	92.3	91.7
	5	17	10	58.8	80.0
Students with Disabilities	4	11	10	90.9	50.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	96	100.0	91.7
	4	77	75	97.4	93.3
	5	100	97	97.0	86.6
Male	3	42	42	100.0	95.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	39	38	97.4	94.7
	5	54	51	94.4	84.3
Female	3	54	54	100.0	88.9
	4	38	37	97.4	91.9
	5	46	46	100.0	89.1
Asian	3	38	38	100.0	100.0
	4	44	43	97.7	95.3
	5	47	46	97.9	95.7
Hispanic or Latino	3	13	13	100.0	76.9
	5	13	13	100.0	53.9
White	3	37	37	100.0	86.5
	4	14	13	92.9	100.0
	5	30	28	93.3	89.3
English Learners	3	13	13	100.0	100.0
	4	13	12	92.3	83.3
	5	17	16	94.1	87.5
Students with Disabilities	4	11	10	90.9	70.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	94	94	91	91	91	86	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	100	97	97.0	90.7
Male	54	51	94.4	90.2
Female	46	46	100.0	91.3
Asian	47	46	97.9	91.3
Hispanic or Latino	13	13	100.0	76.9
White	30	28	93.3	100.0
English Learners	17	16	94.1	75.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.6	15.7	75.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Valentine's campus is a buzz with dedicated volunteers who facilitate student, family and staff activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With over thirty thousand reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising, Book Fair, Parent Party, Jog-a-thon, Lunar New Year celebrations and the Valentine Fall Festival. PTA funds support additional library, art, music, science & computer lab instructional assistants, our annual Science Fair, and the Art Festival. Valentine's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies, music and art consultants and field trips. Valentine PTA has an active voice in decisions about the school program. Our parents volunteer actively in and out of classrooms. Parents serve on our Site Council and Safety Committee. Parent representatives serve on district level committees including our SMUSD LCAP, Academic Advisory Council, and District & Community Safety committee. Please contact our school office (626) 299-7090 for information on organized opportunities for parent involvement.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	1.4	1.1	0.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

On the whole, the students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

On the 2014-15 Healthy Kids Survey, 92% of fifth graders perceived school to be a safe environment. On the same measure, less than 5% of the fifth graders reported they had been hit or pushed in the past year. Students rated their experiences as high in School Connectedness, Safety, and being treated with respect. Please see: http://surveydata.wested.org/resources/San_Marino_Unified_1415_Elem_CHKS.pdf

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan was updated in November 2016 by School Site Council. We have integrated technology into our safety plan and continue to upgrade our facilities. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.
Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
Goal #3: District programs and approved community resources are made available to students and parents.
Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Our school counselor coordinates the implementation of the Second Step Program in all classrooms TK-5th grade. Our school counselor teaches Second Step lessons in every classroom every week. Parents receive an email after every lesson with information on the strategies their children are learning. Staff, students and parents use common language to describe social and emotional skills, challenges & areas of growth.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	4	0	0	0	3	0	22	0	4	0
1	23	0	4	0	21	2	3	0	20	4	0	0
2	24	0	3	0	24	0	4	0	20	3	2	0
3	23	0	4	0	20	4	0	0	24	0	4	0
4	28	0	4	0	22	0	4	0	25	0	3	0
5	31	0	4	0	24	0	5	0	24	0	4	0

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,588.94	$2,139	$6,449	$79,846
District	N/A	N/A	$7362.46	$78,057
Percent Difference: School Site and District	N/A	N/A	-12.4	2.3
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	13.6	18.6

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

Types of Services Funded (Fiscal Year 2015-16)

Valentine provides additional support for students in beginning reading instruction for primary age students. A reading specialist works with groups of students 5 days a week to provide intensive small group instruction in phonics. Research-based reading instructional materials are used in these sessions. Each student's progress in the program is measured frequently and staff meet to discuss the progress monitoring data collected for each student. Valentine School does not qualify for Title I funds.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,837	$42,063
Mid-Range Teacher Salary	$69,937	$64,823
Highest Teacher Salary	$97,027	$84,821
Average Principal Salary (Elementary)	$121,936	$101,849
Average Principal Salary (Middle)	$126,684	$107,678
Average Principal Salary (High)	$132,477	$115,589
Superintendent Salary	$225,000	$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Professional development is research-based, founded on student needs and matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

Throughout the 2016-2017 school year, the Valentine faculty will focus professional learning on implementing the new ELA/ELD adoption. In addition, teachers will become familiar with the new Next Generation Science Standards (NGSS) Framework. Professional Development Days are used to address the above goals and other instructional pursuits with input from the elementary leadership team, consisting of teachers and principals.

Teachers participate in workshops and conferences, faculty meetings, site-based professional development sessions, faculty book studies, grade level team meetings, grade level team instructional planning days, curriculum projects and individualized programs as appropriate to meet the needs for continued improvement in instruction as measured by student achievement.