

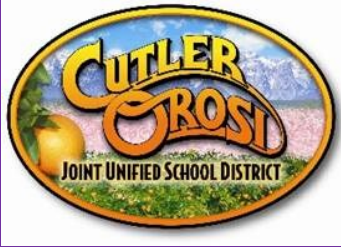


Golden Valley Elementary

41465 Rd 127 • Orosi, CA 93647 • 559-528-9004 • Grades K-5
Mrs. Melissa Trujillo-Delgadillo, Principal

gvs.cojUSD.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Cutler-Orosi Joint Unified School District

12623 Ave 416
Orosi, CA 93647
559-528-4763
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District Governing Board

Rebecca Jimenez, Board President

Mary Helen Espino, Board Vice
President

Sandra Williams, Board Clerk

Lloyd McClard, Board Member

Marisol Rubalcaba, Board Member

Sarah Herrera, Board Member

Delia Martinez, Board Member

District Administration

Yolanda Valdez
Superintendent

Craig Drennan
Assistant Superintendent
Administrative Services

School Description

Golden Valley Elementary School is located in the northern part of Tulare County, in the small agricultural community of Orosi. Golden Valley Elementary currently serves approximately 749 TK-5 students and their families. A preschool is also located on our campus. We are excited to offer a Dual Immersion program on-site. The addition of this program provides parents with the option of enrolling their child in a traditional K class or Dual English/Spanish Immersion program, Kindergarten dual immersion and 1st-grade dual immersion. The majority of students live within walking distance of the school. The student population is primarily Hispanic (approx. 95%). Approximately 44% of the students are English Language Learners. Golden Valley Elementary School believes in empowering all students to be college and career ready scholars, critical thinkers, powerful communicators, creative and quality producers, leaders, and productive citizens. Our educational team is committed to "Educate Minds and Inspire Futures" in a safe and supportive environment. Teachers and staff make MAGIC happen every day to ensure the academic success of ALL students.

'About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	163
Grade 1	113
Grade 2	133
Grade 3	117
Grade 4	118
Grade 5	105
Total Enrollment	749

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.1
Filipino	3.9
Hispanic or Latino	94.8
White	0.8
Socioeconomically Disadvantaged	96.5
English Learners	44.6
Students with Disabilities	6.3
Foster Youth	0.8
Homeless	5.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Golden Valley	17-18	18-19	19-20
With Full Credential	32	23	30
Without Full Credential	5	7	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cutler-Orosi Joint	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Golden Valley Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Language Arts HMH Journeys 2016 The textbooks listed are from most recent adoption: Yes
Mathematics	Eureka Math 2015 The textbooks listed are from most recent adoption: Yes
Science	National Geographic Science 2016 The textbooks listed are from most recent adoption: Yes
History-Social Science	Pearson History- Social Science The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Golden Valley has 33 classrooms, 1 library, 1 cafeteria, 1 computer lab, 1 STEM lab, 2 learning centers with Resource Specialists, 1 Reading Specialist and a reading intervention center, and an administration building.

Golden Valley also has 3 playgrounds with age-appropriate equipment. The lead custodian and principal found no facility issues that posed as an emergency or threat to the safety of pupils or staff. School Facility Good Repair Status.

Cleanliness

The custodial team takes pride in the upkeep of our school facilities and grounds, classrooms are cleaned and vacuumed on a regular basis. The hallways and walkways are cleaned each week with the use of the gas-powered blower and/or pressure washer. Playground equipment is inspected monthly and replaced in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	50	39	42	50	50
Math	46	48	34	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.8	25.7	21.8

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	335	99.11	49.55
Male	163	161	98.77	44.72
Female	175	174	99.43	54.02
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	16	94.12	56.25
Hispanic or Latino	318	317	99.69	49.53
White	--	--	--	--
Socioeconomically Disadvantaged	329	326	99.09	48.47
English Learners	228	226	99.12	43.81
Students with Disabilities	32	32	100.00	6.25
Students Receiving Migrant Education Services	14	14	100.00	42.86
Foster Youth	--	--	--	--
Homeless	17	17	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	336	99.41	47.92
Male	163	162	99.39	46.30
Female	175	174	99.43	49.43
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100.00	47.06
Hispanic or Latino	318	317	99.69	48.26
White	--	--	--	--
Socioeconomically Disadvantaged	329	327	99.39	47.40
English Learners	228	227	99.56	44.93
Students with Disabilities	32	32	100.00	6.25
Students Receiving Migrant Education Services	14	14	100.00	28.57
Foster Youth	--	--	--	--
Homeless	17	17	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

The Cutler-Orosi Joint Unified School District has six Parent Involvement goals:

1. Help parents develop parenting skills and foster conditions at home that support children's efforts in learning.
2. Provide parents with knowledge of techniques designed to assist children in learning at home.
3. Provide access to and coordinate community and support services for children and families.
4. Promote clear, two-way communication between the school and the family as to school programs and children's progress.
5. Involve parents, after appropriate training, in instructional and support roles at the school.
6. Support parents as decision-makers and develop their leadership in governance, advisory, and advocacy roles.

At Golden Valley Elementary, parents are actively involved in the School Site Council, School Advisory Committee, and English Learner Advisory Committee. Golden Valley Elementary actively seeks out parent volunteers to support classroom activities and chaperone school field trips.

Parent workshops are conducted on a monthly basis on various academic and social topics. The school is committed to providing parents with literacy strategies by offering the Parenting Partners Program.

Approximately 340 parents attended the annual Title 1 Meeting which was delivered by the classroom teachers. Parents learned about the beginning of the year expectations, teachers also shared information about Title I.

Home-school communication and partnerships are developed through annual events such as the annual school carnival, Parent Conferences, Back to School Night, Open House and various musical/drama programs.

Parents are informed of our school events by flyers, our automated phone system, marquee, social media and school's home page online. Please contact Principal Mrs. Delgadillo @ 528-9004 if you would like more information.

State Priority: School Climate

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

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

School Safety Plan

Safety Meetings take place bi-monthly at the district office lead by Mrs. Gabriela Guzman. Each site has a comprehensive plan and presentations are made to the staff. Golden Valley administration reviews the site safety plan with staff each September and ongoing updates are given throughout the year. Site administration meets with staff, parents, and leadership teams often to discuss safety procedures and protocols. In addition, Golden Valley conducts monthly practice drills. Drills include: Fire, Earthquake, Duck and Cover, Lock-Down, and Shelter in Place. Our local sheriff department supports us in our efforts.

Every staff member on campus has a safety folder that includes the following.

Site Directory

Emergency Telephone List

Bell Schedule

Crisis Management Procedure

Campus Emergency Assignments

Emergency Evacuation Locations

Teacher "Buddy" List

District Directory

Emergency Response Procedures: Evacuation

Emergency Response Procedures: Shelter In Place

Emergency response procedures: Drop and Cover

Emergency Response Procedures: Lockdown.

In addition, our Safety Plan is reviewed by our School Site Council frequently throughout the year to make changes as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.1	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.5	0.8	5.9
Expulsions Rate	0.0	0.0	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	749.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.2
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		7		24		7		23		7	
1	23		5		22		6		23		5	
2	21	3	3		24		5		22		6	
3	24		4		25		5		23		5	
4	25		3		25		4		30		4	
5	29		3		25		3		26		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Professional learning takes place on an ongoing basis at Golden Valley Elementary. We are fortunate to have four academic coaches who are also part-time teaching in 2nd and 3rd grades. Coaches meet regularly to provide informal support as well as formal coaching cycles where data is collected, analyzed, and planning take place to help support teachers so they may provide high quality instruction to students. Professional development takes place on a monthly bases for 2 hours on selected topics based on needs. Teachers have one hour of learning new information and then have one hour of planning next steps for a total of 8 hours for the year. We have a strong focus on literacy and our goal is to ensure that 90% of all second graders will be reading on grade level by the end of the year.

Teachers also participate in weekly grade level professional learning communities for 90 mins. Teachers plan and review learning progressions, review upcoming assessments, review assessment data, and plan next steps to improve student achievement.

The Admin team meets twice a year with each grade level to discuss goals and student achievement data. During this meeting 4 essential questions are discussed. 1. What do we expect our students to learn? (Goals/Expectations) GIFT

2. How will we know they are learning? (Assessment? 3. How will we respond when they don't learn? (Intervention) and 3. How will we respond if they already know it? (Enrichment)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,108	\$46,208
Mid-Range Teacher Salary	\$71,804	\$72,218
Highest Teacher Salary	\$93,888	\$92,742
Average Principal Salary (ES)	\$120,739	\$134,864
Average Principal Salary (MS)	\$126,434	\$118,220
Average Principal Salary (HS)	\$140,943	\$127,356
Superintendent Salary	\$203,747	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A variety of additional programs and services are provided through categorical or other funds.

Categorical

- Supplemental instructional programs (after school tutorials, instructional aides, Lexia, Accelerated Reader)
- Supplemental books and reference materials
- Supplemental services (Wifi services, program licenses)
- Professional Learning (Instructional Coaches, travel and conference, professional services)
- Supplemental materials and supplies
- Non Cap Equipment (technology)
- LCAP

The majority of supplemental funds is comprised by LCAP funding. Actions and services provided by the LCAP are all supplemental and aligned to the District Goals (achieve academics, build human capacity, create effective and efficient systems. A link to the District LCAP plan can be found on the District Website (www.cojUSD.org).

DataQuest

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

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,088.10	\$1,378.26	\$6,709.84	\$69,838.00
District	N/A	N/A	\$8,371.02	\$74,019.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.0	-5.8
School Site/ State	-11.2	-4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.