

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

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

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Marino Unified School District
Street	1885 West Drive
City, State, Zip	San Marino, Ca 91108
Phone Number	626.299.7000
Superintendent	Dr. Alex Cherniss
Web Site	www.smusd.us
E-mail Address	superintendent@smusd.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 590 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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 staff, 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. 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.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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. In February of 2017 students in grade five completed the California 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 <https://goo.gl/KgPNKU>.

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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: January 12, 2017

This section should be kept to 1-2 paragraphs.

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 playfield. 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 <https://goo.gl/yFnCwG>. A new school facility conditions evaluation will be completed in February 2018.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	30	32	159
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

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	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	1	♦
Social Worker	0	♦
Nurse	.25	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	0	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

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. The San Marino Unified School District adopted new Common Core math materials for 2014-15. New ELA/ELD textbooks were adopted in 2016. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2007) are standards-based. On September 26, 2017, 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 <https://goo.gl/oVzCcG>

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	https://goo.gl/oVzCcG	Yes	0
Mathematics	https://goo.gl/oVzCcG	Yes	0
Science	https://goo.gl/oVzCcG	Yes	0
History-Social Science	https://goo.gl/oVzCcG	Yes	0
Foreign Language			
Health			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$10,071	\$2,335	\$7,736	\$82,202
District	♦	♦	\$7,365	\$79,935
Percent Difference: School Site and District	♦	♦	5.0	2.8
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site and State	♦	♦	17.7	18.0

♦ means data is not required. The fields are intentionally not provided.

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.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Valentine provides additional support for students in beginning reading instruction for primary age students. A .5 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. Skill- targeted small group instruction is provided February thru April for students in grades 3rd, 4th & 5th.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 2017-2018 school year, the Valentine faculty will focus professional learning on implementing the Next Generation Science Standards, continuing second year of implementation of our ELA instructional materials and technology. 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. Four full day professional development days & biweekly staff meetings provide opportunities for our entire staff to learn together.