

# Valencia Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Valencia Elementary School
<b>Street</b>	250 Aptos School Road
<b>City, State, Zip</b>	Aptos, CA 95003
<b>Phone Number</b>	(831) 728-7836
<b>Principal</b>	Caryn Lane
<b>Email Address</b>	caryn_lane@pvusd.net
<b>School Website</b>	<a href="https://val-pajaro-ca.schoolloop.com/">https://val-pajaro-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	44-69799-6049811

## 2022-23 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2100
<b>Superintendent</b>	Dr. Michelle Rodriguez, Superintendent
<b>Email Address</b>	michelle_rodriguez@pvusd.net
<b>District Website Address</b>	<a href="http://www.pvusd.net">www.pvusd.net</a>

## 2022-23 School Overview

Nestled in a tranquil setting where two creeks merge, and bordered by woods on three sides, Valencia Elementary opened as Aptos Union school in 1928 serving K-8 students. The original school building still stands housing the library and four classrooms. Currently serving approximately 480 students in grades TK-6, Valencia is one of the most diverse schools in one of the largest districts, both geographically and by population in the greater Bay Area. Students live in the nearby Aptos Hills south to Sunset Beach. 14% of our students are English learners, many living in the nearby San Andreas Labor Community which houses families who make their living in the adjacent strawberry fields. 38% of our students qualify for the Free and Reduced Lunch program. We also have one of the largest population of special education students in the district with both a moderate/severe and a mild/moderate SDC class, and 18 students receiving RSP services. In 2010, we received a grant to install a Boundless Playground – the only one in Santa Cruz county built especially to allow students with disabilities to play alongside their peers. We view our diversity as our greatest strength and choose to nurture and celebrate this aspect of our unique school community.

Teaching and learning form the centerpiece of the school's work. Teachers at all grade levels collaborate regularly and participate in professional development opportunities that support our school goals. The greater school community, parents, local businesses and organizations, and nearby Cabrillo College and CSUMB students actively support the school. A volunteer corps of over 100 parents (and grandparents) regularly assist in classrooms as well as support fundraising and community-building activities through our Home and School Club Organization and English Learner Advisory Committee. Parents and staff operate in a shared decision-making mode when planning school budgets and programs. This is exemplified in the work of the School Site Council (SSC), parents and staff elected by their peers. SSC develops and revises the annual school plan, approves funding and advocates for Valencia programs with the school district. Our vision is for all members of the Valencia Community to be and feel ENGAGED, ENRICHED, EMPOWERED, and EMPATHETIC with others.

As part of our school mission we have adopted a set of Valencia Values: Respect, Responsibility, Kindness, and Best Effort...for ourselves, for others, and for the earth. In 2012 our school earned recognition as a Santa Cruz County Certified Green Business for our efforts to limit our impact on our surrounding environment. We are currently working to revive our student Green Team via an Ocean Guardian Project grant with students composting, recycling, working in our school garden or taking walking field trips on trails in our surrounding woods built by our local Eagle Scout troop. To promote the values in our community relationships we follow the Positive Discipline model and are a PBIS (Positive Behavioral Interventions and Supports) school.

## 2022-23 School Overview

Valencia Elementary embraces a true spirit of collaboration, caring, and going the extra mile to ensure that all students realize their highest potential. Students are at the heart of all of our efforts....We're BETTER TOGETHER...ONWARD, UPWARD, FORWARD.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	52
Grade 2	66
Grade 3	58
Grade 4	70
Grade 5	75
Grade 6	73
Total Enrollment	475

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	5.1
White	59.6
English Learners	10.5
Foster Youth	0.0
Homeless	0.8
Migrant	2.9
Socioeconomically Disadvantaged	37.9
Students with Disabilities	11.8

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	82.24	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	3.83	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	4.00	13.93	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>28.70</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	1.10	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Computers

All students have been provided a Chromebook and if necessary, a hotspot. All classrooms have at least one computer with Internet access for staff and students. Staff members use computer technology to take attendance, create classroom-related documents and analyze student achievement data. The technology plan has a scope and sequence of skills for each grade level. We rely heavily on grants, and use parent resources of time and fund-raising to modernize our equipment. We offer peer support for teachers so they can learn ways to integrate technology in their curriculum.

Thanks in large part to our parent community, we have a computer lab off of our library and chromebook carts for all of our classes in grades 1-6. TK-K and SDC classes primarily use the library computer lab, but do have chromebooks for small groups of students. As noted above, we have chromebook carts in every 1st-6th grade classroom, as well as our science release classroom. K classes share one cart - 6 chromebooks per classroom for use in centers. We are participating in a Code to the Future computer coding pilot program. We received three additional chromebook carts to support our first grade participating classrooms with implementing the coding pilot. We received laptops for every 2 students in grades 2-6 for the Minecraft for Education cycle of the Code to Future pilot.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course and whether those textbooks covered the California Common Core Standards.

### Curriculum

Valencia has implemented the California Common Core standards in Mathematics and English Language Arts. Curriculum includes mathematics lessons from Bridges, Big Ideas, and Eureka Math (Engage NY) - supplemental, and Language Arts Units with core text exemplars and the support of Signposts, a bridge curriculum.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance English K-5/2019 My Perspectives English Language Arts Gr. 6, Pearson 2017	Yes	0%
<b>Mathematics</b>	Bridges in Mathematics (Eng. & Span.) The Math Learning Center Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016	Yes	0%
<b>Science</b>	California Science, English & Spanish, Harcourt Achieve Earth Science, Holt; Decision to Adopt Amplify for Grade 6 in November of 2019	Yes	0%
<b>History-Social Science</b>	Reflections: A Child's View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve History Alive - The Ancient World, TCI	Yes	0%

<b>Foreign Language</b>	N/A		NA
<b>Health</b>	No Current Curriculum		NA
<b>Visual and Performing Arts</b>	No Current Curriculum		NA
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more.

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. <http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairsstandards.aspx>

**Year and month of the most recent FIT report**

10/5/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 31: A/C doesn't work and there are damaged ceiling tiles.
<b>Interior:</b> Interior Surfaces		X		Office: Damaged ceiling tiles. Kitchen: Damaged cove basing and cylinder broke on office door handle. Room 1: Damaged ceiling tiles. Room 12: Water damage on cabinrt and windows don't lock. Room 13: Paint on wall is chipping. Room 25: Door closer needs to be adjusted and carpet is ripped. Room 3: Damaged ceiling tilesand a hole in the wall. Room 30: Ramp has hole in it and drawer has missing handle. Room 31: A/C doesn't work and there are damaged ceiling tiles. Room 34: Damaged pinboard and ripped carpet Room 7: Damaged ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Room 27: Door closer needs to be adjusted and there is mice in class room. Room 28:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			



School Facility Conditions and Planned Improvements				
<b>Structural:</b> Structural Damage, Roofs	X			Room 22: Roof leaks Room 30: Ramp has hole in it and drawer has missing handle.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Kinder Playground: Damaged playground louder. Kitchen: Damaged cove basing and cylinder broke on office door handle. Room 12: Water damage on cabinrt and windows don't lock. Room 23: Door closer needs to be adjusted. Room 25: Door closer needs to be adjusted and carpet is ripped. Room 26: Door closer needs to be adjusted. Room 27: Door closer needs to be adjusted and there is mice in class room.

Overall Facility Rate			
Exemplary	Good	Fair	Poor

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	28	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	51	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	280	276	98.57	1.43	59.78
<b>Female</b>	141	139	98.58	1.42	70.50
<b>Male</b>	139	137	98.56	1.44	48.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	105	101	96.19	3.81	31.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	14	14	100.00	0.00	71.43
<b>White</b>	153	153	100.00	0.00	78.43
<b>English Learners</b>	24	23	95.83	4.17	13.04
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	107	105	98.13	1.87	37.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	55	52	94.55	5.45	19.23

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	280	276	98.57	1.43	51.09
<b>Female</b>	141	139	98.58	1.42	48.20
<b>Male</b>	139	137	98.56	1.44	54.01
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	105	101	96.19	3.81	22.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	14	14	100.00	0.00	64.29
<b>White</b>	153	153	100.00	0.00	69.28
<b>English Learners</b>	24	23	95.83	4.17	13.04
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	107	105	98.13	1.87	24.76
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	55	52	94.55	5.45	15.38

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	53.33	7.1	16.22	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	76	75	98.68	1.32	53.33
<b>Female</b>	39	39	100	0	69.23
<b>Male</b>	37	36	97.3	2.7	36.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	29	96.67	3.33	24.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	38	38	100	0	68.42
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	29	96.67	3.33	37.93
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	15	15	100	0	13.33

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	95%	95%	95%	95%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Parents on the School Site Council (SSC) are actively involved in school improvement. The SSC meets monthly and participates in an ongoing analysis of student achievement and develops school goals and action steps. All Local Control Funding Formula (LCFF) spending is approved by the SSC.

The parents of English Learners have committed to rebuilding our site English Language Advisory Committee duties and will operate independently for the 2022-2023 and 2023-2024 school years.

Parents also join our Home and School Club, which meets monthly and focuses on fund-raising for critical education support programs and arts and sciences, as well as other forms of enrichment for students. We have many volunteers working in classrooms each week, driving and chaperoning students on field trips, helping in the office, assisting with playground supervision, and much more. Part of what makes Valencia so special is the hard work and commitment from the parent community. To find out how you can volunteer at Valencia, please visit our website at [www.valencia.pvUSD.net](http://www.valencia.pvUSD.net) or contact Principal Caryn Lane at [caryn\\_lane@pvUSD.net](mailto:caryn_lane@pvUSD.net).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	495	493	164	33.3
Female	255	255	77	30.2
Male	240	238	87	36.6
American Indian or Alaska Native	2	2	1	50.0
Asian	5	5	0	0.0
Black or African American	1	1	1	100.0
Filipino	2	2	0	0.0
Hispanic or Latino	165	164	70	42.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	25	25	5	20.0
White	293	292	85	29.1
English Learners	54	53	26	49.1
Foster Youth	1	0	0	0.0
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	189	187	84	44.9
Students Receiving Migrant Education Services	15	15	9	60.0
Students with Disabilities	77	77	29	37.7

## C. Engagement

### 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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.70	3.68	2.45
<b>Expulsions</b>	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.21	0.02	4.40	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.12	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.21	0.00
<b>Female</b>	0.39	0.00
<b>Male</b>	2.08	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	3.03	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.34	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	2.65	0.00
<b>Students Receiving Migrant Education Services</b>	13.33	0.00
<b>Students with Disabilities</b>	3.90	0.00

## 2022-23 School Safety Plan

Our Comprehensive School Safety Plan (including our Critical Incident Plan and Protocol for Emergency Scenarios Handout for Parents as well as our Bullying Prevention Plan) is reviewed and revised annually in January and February. The plan focuses on people, programs, and the physical environment. The administration, Site Leadership Team, School Site Council, and District Safety Manager/Assistant Superintendent are all involved in the reworking process. Staff members are assigned emergency positions which are updated and discussed annually.

In annual surveys both parents and students report that the students feel safe at Valencia. We actively and intentionally promote our Valencia Values: Respect, Responsibility, Kindness and Best Effort through classroom meetings and special assemblies run by our sixth grade leaders. We also have a Bullying Prevention Policy in place, as noted above. Our campus is clean and safe, reflecting our pride in our community and ourselves. Staff provides supervision before, during and after school. We conduct monthly fire, earthquake, shelter-in-place and intruder/lockdown drills per the required schedule. We have emergency backpacks, buckets, water and snacks in each learning space.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	1	
1	21	1	2	
2	22	1	2	
3	23		3	
4	31		2	
5	30		2	
6	32		2	
Other	18	2	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	20	2	1	
2	21		4	
3	24	7		1
4	25		6	
5	31		3	
6	56		3	1
Other	20	5	2	1

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	17	3		
2	22		3	
3	22		2	
4	28		2	
5	27		2	
6	28		2	
Other	17	2	2	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,170.27	\$2,045.44	\$7,266.50	\$70,939.46
District	N/A	N/A	\$4,858.33	\$67,516
Percent Difference - School Site and District	N/A	N/A	39.7	4.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	9.7	-21.9

## 2021-22 Types of Services Funded

Our Home and School Club raised more than \$50,000 for classroom supplies, support for our leveled reading program, technology, field trips, outdoor education scholarships, technology, and our arts program. Our library clerk's book fair earned more than \$6,000 for books and library materials. Staff and parents apply for grants whenever possible to meet the educational needs of our students.

For 2018-2019, \$43,000 was allocated for teacher materials stipends, as well as Instructional Assistants, to help with RTI leveled reading groups and to assist TK/Kinder teachers. This was funded by Home and School Club.

For 2018-2019, hundreds of thousands of dollars was allocated to Valencia for the Code to the Future coding pilot. This covered technology hardware, licenses, curriculum, and coaching support.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$46,666	\$54,370
<b>Mid-Range Teacher Salary</b>	\$64,722	\$82,681
<b>Highest Teacher Salary</b>	\$90,640	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$101,669	\$135,283
<b>Average Principal Salary (Middle)</b>	\$107,221	\$141,244
<b>Average Principal Salary (High)</b>	\$117,462	\$152,955
<b>Superintendent Salary</b>	\$222,832	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	26%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

The primary focus for the 2022-2023 school year is on continuing to restore relationships and rebuild our school community, while accelerating learning for all students, especially or English Learner students. We are working on students doing the heavy lifting and regularly sharing their thinking...LESS TEACHER TALK...MORE STUDENT VOICE. There is a targeted focus on addressing gaps in foundational skills through distributive practice so that our students are better able to access rigorous grade level curriculum. Intervention teachers and instructional assistants support the homeroom teachers with this work.

The school leadership team and SSC review data and decide together what staff development is needed and where to invest our limited resources. For the past few years we have focused on reading and writing instruction and our math adoption. There were three staff development days set for the 2022-2023 school year for more in-depth training, planning, and collaborating. The SBC days for 2022-2023 are: August 10th-11th, and October 14th. The focus points for this school year are student and staff Social Emotional Development, knowing and responding to the layered stories of our students, continuing to build our collective skill set of strategies for better-serving and accelerating language development for our English Learners, and Cross Grade Level Articulation work in all areas of focus.

Our school and the district offer staff development opportunities throughout the year to support our goals for increased student achievement, mostly outside of contract hours with supplemental pay. In addition, we have redesigned our Wednesday Restructured Day time to expand and deepen our Leadership, Grade Level and Staff Meeting team work. We have added the element of PD to each of our Staff Meetings by our own district and site experts. We look forward to more years of using this model to continue our work as a true professional learning community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	3