# Valencia Elementary School

## Principal's Message

At Valencia Elementary School, raising student achievement is our focus. Staff and parents work together to educate children. We work to foster independence in our students in order for them to become successful citizens. We offer a high-quality academic program that challenges our students. We integrate technology into many aspects of learning. We have a common belief that all students can learn and achieve, and achieve at high levels. The entire staff is committed to continuous improvement of our educational program.

While we focus on academics, we also offer social activities that motivate students and allow them to grow socially. We have implemented the Character Counts! program framework throughout our school to assist in developing respectful and responsible students. Students have opportunities to perform throughout the course of the year. There are extensive lunchtime sports teams that allow the students to compete and interact with others. In addition, we have several family-oriented events throughout the year to celebrate and emphasize our home-school partnership.

Valencia Elementary continues to set attainable goals and works vigorously to achieve them. We are a team of teachers, parents, and administrators who operate to create a harmonious environment that gives students the best opportunity to learn and succeed.

## Parental Involvement

Valencia Elementary School receives exemplary support from parents in many ways. Parents and community members can volunteer hours in classrooms, accompany students on field trips, and volunteer to assist with student activities. Valencia is fortunate to have an active Parent-Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC). The PTA actively supports student learning through their fundraising activities. PTA funds help provide field trips for classrooms, technology support, student assemblies, and classroom incentives. SSC and ELAC give parents opportunities to help establish the school plan focus and budget priorities. The groups hold meetings once per month, and all are welcome to attend. Opportunities are also available for parents to attend Student Study Teams, Educational Family Nights, Read Across America, and Spring Carnival activities.

Valencia is also privileged to have many community partnerships. REACH, an afterschool program, is available on our school campus every day after school. Our fifth-grade students participate in the STAR program through the Pico Rivera Sheriff's Department. For more information on how to become involved, please contact Principal Ruth Baskett at (562) 801-5079.

## School Safety

The school's Standard Emergency Management System (SEMS) reflects the need for a greater awareness of safety and security. It is reviewed and updated annually by the District, school safety committees, and staff. The Plan addresses fire, earthquake, and lockdown procedures. Emergency fire and earthquake drills are practiced on a regular basis and required logs are kept. Equipment and supplies are checked periodically. The School Safety Plan is shared at School Site Council meetings. The School Safety Plan was last reviewed, updated, and discussed with the school faculty September 2013.

Staff at Valencia is committed to providing all students a safe, disciplined, and drug-free environment. Valencia School is a secured campus. All visitors must enter and exit via the front school office. Throughout the day, Valencia staff supervises the playgrounds and cafeteria. All classrooms have access to outside phone lines, and the entire school campus is fenced. After school, all teachers have duty to ensure a safe dismissal. In addition, District police units are available to further assure the safety of children before, during, and after school. The facilities are well maintained by the custodial staff. They create a safe and clean environment for staff and students. It is our goal to ensure Valencia School is a safe and conducive environment for learning.

## District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

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**El Rancho Unified
School District**

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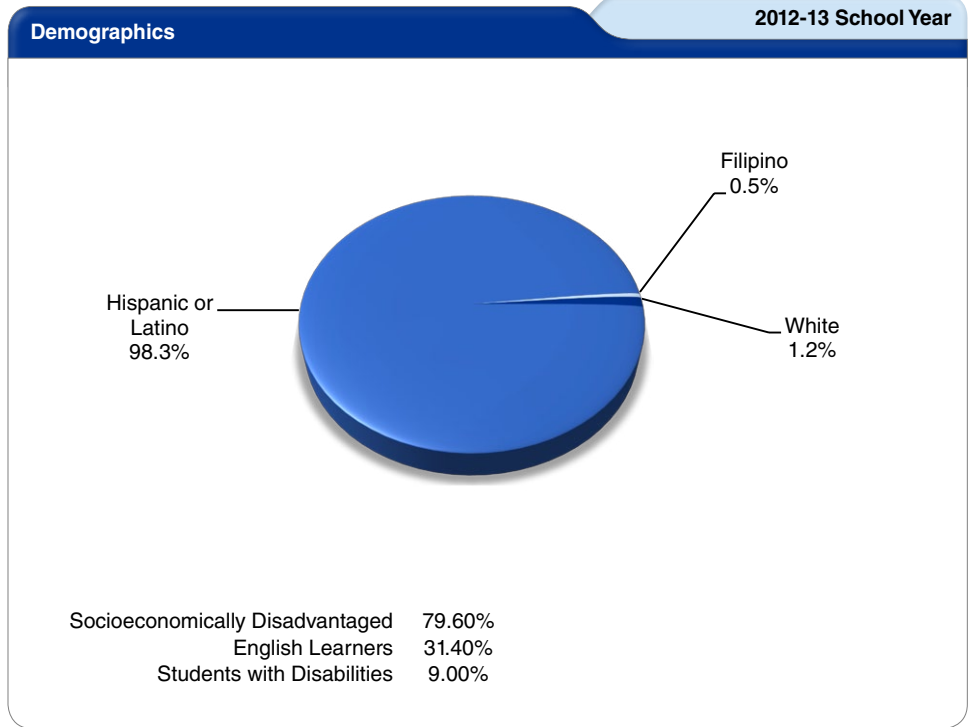Phone: (562) 942-1500

www.erusd.org

### School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.
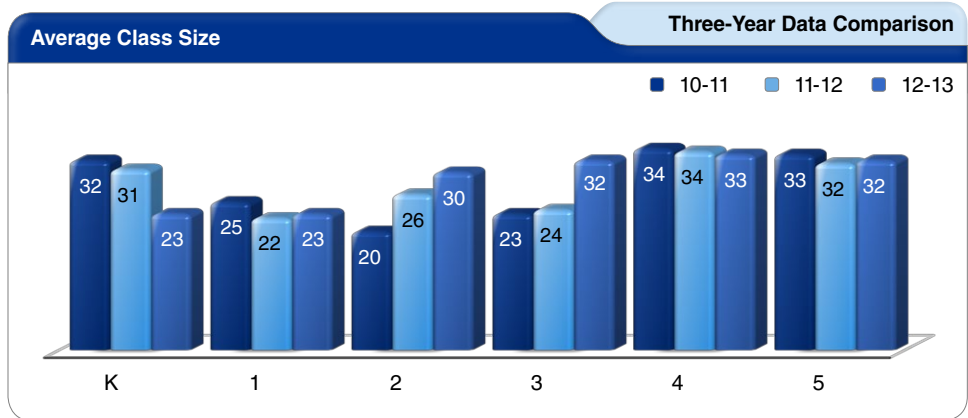
Para español visita:
www.erusd.org

## Enrollment by Student Group

The total enrollment at the school was 411 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics — 2012-13 School Year

Filipino 0.5%

Hispanic or Latino 98.3%

White 1.2%

| | |
|---|---|
| Socioeconomically Disadvantaged | 79.60% |
| English Learners | 31.40% |
| Students with Disabilities | 9.00% |

## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

### Average Class Size — Three-Year Data Comparison

Legend: ■ 10-11  ■ 11-12  ■ 12-13

| Grade | 10-11 | 11-12 | 12-13 |
|---|---|---|---|
| K | 32 | 31 | 23 |
| 1 | 25 | 22 | 23 |
| 2 | 20 | 26 | 30 |
| 3 | 23 | 24 | 32 |
| 4 | 34 | 34 | 33 |
| 5 | 33 | 32 | 32 |

### Number of Classrooms by Size — Three-Year Data Comparison

| | 10-11 | | | 11-12 | | | 12-13 | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 2 | | | 2 | | 1 | 3 | |
| 1 | | 3 | | 1 | 2 | | 1 | 2 | |
| 2 | 3 | 2 | | | 3 | | | 2 | |
| 3 | | 3 | | | 3 | | | 2 | |
| 4 | | | 2 | | 1 | 1 | | 1 | 1 |
| 5 | | 1 | 1 | | 1 | 1 | | 2 | |

## Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

### 2012-13 Enrollment by Grade

| Grade | Enrollment |
|---|---|
| K | 91 |
| 1 | 68 |
| 2 | 59 |
| 3 | 63 |
| 4 | 66 |
| 5 | 64 |
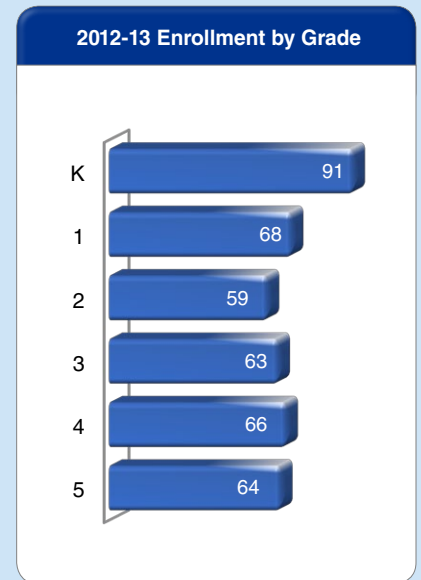
## Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

### Suspension and Expulsion Rates

| Valencia ES | | | |
|---|---|---|---|
| | 10-11 | 11-12 | 12-13 |
| Suspension Rates | 0.016 | 0.011 | 0.002 |
| Expulsion Rates | 0.000 | 0.000 | 0.000 |
| ERUSD | | | |
| | 10-11 | 11-12 | 12-13 |
| Suspension Rates | 0.103 | 0.062 | 0.057 |
| Expulsion Rates | 0.005 | 0.001 | 0.000 |

## STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

| Students Scoring at Proficient or Advanced Levels | | | | | | | Three-Year Data Comparison | | |
|---|---|---|---|---|---|---|---|---|---|
| | Valencia ES | | | ERUSD | | | California | | |
| Subject | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| English-Language Arts | 47% | 55% | 57% | 45% | 50% | 50% | 54% | 56% | 55% |
| Mathematics | 58% | 65% | 62% | 40% | 44% | 46% | 49% | 50% | 50% |
| Science | 48% | 27% | 32% | 50% | 51% | 53% | 57% | 60% | 59% |

## STAR Results by Student Group:
## English-Language Arts, Mathematics, and Science

| Students Scoring at Proficient or Advanced Levels | | | Spring 2013 Results |
|---|---|---|---|
| Group | English-Language Arts | Mathematics | Science |
| All Students in the District | 50% | 46% | 53% |
| All Students at the School | 57% | 62% | 32% |
| Male | 55% | 61% | 26% |
| Female | 59% | 62% | 38% |
| Black or African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 56% | 61% | 32% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ |
| White | ❖ | ❖ | ❖ |
| Two or More Races | ❖ | ❖ | ❖ |
| Socioeconomically Disadvantaged | 56% | 60% | 32% |
| English Learners | 39% | 51% | 14% |
| Students with Disabilities | 32% | 52% | ❖ |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.
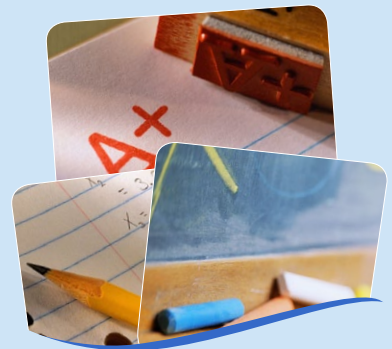
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

## API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

| API Ranks | | | |
|---|---|---|---|
| Three-Year Data Comparison | | | |
| | 2010 | 2011 | 2012 |
| Statewide API Rank | 4 | 3 | 4 |
| Similar Schools API Rank | 5 | 1 | 4 |

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

## API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

| API Growth by Student Group | | | | | | | 2013 Growth API and Three-Year Data Comparison | | |
|---|---|---|---|---|---|---|---|---|---|
| Group | 2013 Growth API | | | | | | Valencia ES – Actual API Change | | |
| | Valencia ES | | ERUSD | | California | | | | |
| | Number of Students | Growth API | Number of Students | Growth API | Number of Students | Growth API | 10-11 | 11-12 | 12-13 |
| All Students | 245 | 805 | 7,056 | 775 | 4,655,989 | 790 | -2 | 27 | 8 |
| Black or African American | 0 | ❖ | 28 | 758 | 296,463 | 708 | ▪ | ▪ | ▪ |
| American Indian or Alaska Native | 0 | ❖ | 9 | ❖ | 30,394 | 743 | ▪ | ▪ | ▪ |
| Asian | 0 | ❖ | 14 | 880 | 406,527 | 906 | ▪ | ▪ | ▪ |
| Filipino | 0 | ❖ | 25 | 920 | 121,054 | 867 | ▪ | ▪ | ▪ |
| Hispanic or Latino | 240 | 804 | 6,891 | 775 | 2,438,951 | 744 | -1 | 26 | 5 |
| Native Hawaiian or Pacific Islander | 0 | ❖ | 1 | ❖ | 25,351 | 774 | ▪ | ▪ | ▪ |
| White | 4 | ❖ | 67 | 776 | 1,200,127 | 853 | ▪ | ▪ | ▪ |
| Two or More Races | 1 | ❖ | 21 | 683 | 125,025 | 824 | ▪ | ▪ | ▪ |
| Socioeconomically Disadvantaged | 201 | 796 | 5,421 | 768 | 2,774,640 | 743 | -20 | 48 | 3 |
| English Learners | 102 | 791 | 2,655 | 735 | 1,482,316 | 721 | -39 | 66 | -2 |
| Students with Disabilities | 35 | 661 | 849 | 594 | 527,476 | 615 | ▪ | ▪ | ▪ |

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

▪ Data are reported only for numerically significant groups.

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | 2012-13 School Year |
| --- | --- | --- |
| | **Valencia ES** | **ERUSD** |
| **Met Overall AYP** | No | No |
| **Met Participation Rate** | | |
| English-Language Arts | Yes | Yes |
| Mathematics | Yes | Yes |
| **Met Percent Proficient** | | |
| English-Language Arts | Yes | No |
| Mathematics | No | No |
| **Met API Criteria** | Yes | Yes |
| **Met Graduation Rate** | ✖ | No |

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Federal Intervention Program | | 2013-14 School Year |
| --- | --- | --- |
| | **Valencia ES** | **ERUSD** |
| **Program Improvement Status** | In PI | In PI |
| **First Year of Program Improvement** | 2011-2012 | 2008-2009 |
| **Year in Program Improvement** | Year 2 | Year 3 |
| **Number of Schools Identified for Program Improvement** | | 8 |
| **Percent of Schools Identified for Program Improvement** | | 66.70% |

✖  Not applicable. The graduation rate for AYP criteria applies to high schools.

## California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| Percentage of Students Meeting Fitness Standards | |
| --- | --- |
| **2012-13 School Year** | |
| **Grade 5** | |
| **Four of Six Standards** | 31.80% |
| **Five of Six Standards** | 10.60% |
| **Six of Six Standards** | 7.60% |

*"ERUSD is answering to the demands of the 21st Century."*

*"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."*

## Textbooks and Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

| Textbooks and Instructional Materials List | | 2013-14 School Year |
|---|---|---|
| **Subject** | **Elementary School Textbooks** | **Adopted** |
| **English-Language Arts** | Reading, Houghton Mifflin (K-6) | 2009 |
| **Mathematics** | California Mathematics, MacMillan/McGraw-Hill | 2010 |
| **Science** | California Science, MacMillan/McGraw-Hill (K-5) | 2009 |
| **History-Social Science** | History-Social Science for California, Scott Foresman (K-5) | 2009 |
| **ELD** | Avenues, Hampton-Brown (K-5) | 2009 |

## Quality of Textbooks

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

| Quality of Textbooks | 2013-14 School Year |
|---|---|
| **Criteria** | **Yes/No** |
| **Are the textbooks adopted from the most recent state-approved or local governing board-approved list?** | Yes |
| **Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?** | Yes |
| **Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?** | Yes |

## Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject | |
|---|---|
| **2013-14 School Year** | |
| **Reading/Language Arts** | 0% |
| **Mathematics** | 0% |
| **Science** | 0% |
| **History-Social Science** | 0% |
| **Visual and Performing Arts** | 0% |
| **Foreign Language** | 0% |
| **Health** | 0% |

## School Mission Statement

What we do:

Valencia Elementary provides a rigorous learning environment for a diverse student population. Our educational program focuses on academic excellence, enabling students to aim high while developing in them a strong moral character for lifelong learning and success.

What we believe in...

- All Children Can Learn
- High Expectations
- Strength in Character
- Structure & Consistency

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

| Currency of Textbooks | |
|---|---|
| **2013-14 School Year** | |
| **Data Collection Date** | 10/2013 |

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor.

| School Facility Good Repair Status | | | 2013-14 School Year |
|---|---|---|---|
| **Items Inspected** | **Repair Status** | **Items Inspected** | **Repair Status** |
| **Systems** | Good | **Restrooms/Fountains** | Good |
| **Interior** | Poor | **Safety** | Good |
| **Cleanliness** | Good | **Structural** | Good |
| **Electrical** | Fair | **External** | Good |
| **Overall Summary of Facility Conditions** | | | Good |
| **Date of the Most Recent School Site Inspection** | | | 09/27/2013 |
| **Date of the Most Recent Completion of the Inspection Form** | | | 10/11/2013 |

## Deficiencies and Repairs

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

| Deficiencies and Repairs | 2013-14 School Year |
|---|---|
| **Items Inspected** | **Deficiencies, Action Taken or Planned, and Date of Action** |
| **Interior** | Replace stained ceiling tiles at various locations (Replaced ceiling tiles in 12/2013) |
| **Electrical** | Site will remove extension cords in rooms as soon as possible |

## School Facilities

Valencia School opened in 1951. There are 20 classrooms on the campus. The school also has a teacher workroom, a library, a computer lab, one office building, and a cafeteria.

The school has six restrooms accessible to all students. The District maintenance department has adopted cleaning standards and procedures for all El Rancho USD schools.

Valencia's custodial staff adheres to these standards. Valencia has one head custodian in the day and one evening custodian. All classrooms, offices, restrooms, and lunch areas are thoroughly cleaned daily. On a daily basis, the head custodian cleans the school grounds. On a weekly basis, the District grounds crew mows lawns and performs any special tasks as requested by the school site. When necessary, the head custodian performs light maintenance duties. If more detailed repair is required, the custodial staff submits work orders to the District operations department.

*Continued on sidebar*

## School Facilities

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The operations department then notifies the appropriate District department to ensure repairs are completed. Restroom, playground, and school library areas were modernized last school year. Currently, new fencing, school gates, and the heating system in the cafeteria have been updated. The administrative building is also being renovated.

In 2008-09, the kinder playground received new asphalt coating and landscaping. In the summer of 2008, exterior painting was completed on all campus buildings. In the summer of 2010, Valencia's cafeteria went under renovation. A new floor was installed, and the interior completely painted. In 2013, the school had Wi-Fi capability upgraded throughout the campus.

Technological tools for instructional purposes including document readers, LCD projectors, new Macs and iPads were placed in each classroom.

## Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

| Teacher Credential Information | | Three-Year Data Comparison | | |
|---|---|---|---|---|
| | ERUSD | Valencia ES | | |
| Teachers | 12-13 | 10-11 | 11-12 | 12-13 |
| With Full Credential | 384 | 17 | 16 | 17 |
| Without Full Credential | 4 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data Comparison | | |
|---|---|---|---|
| | Valencia ES | | |
| Teachers | 11-12 | 12-13 | 13-14 |
| Teacher Misassignments of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | 2012-13 School Year | |
|---|---|---|
| | Percent of Classes in Core Academic Subjects | |
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| Valencia ES | 100.00% | 0.00% |
| All Schools in District | 95.84% | 4.16% |
| High-Poverty Schools in District | 95.84% | 4.16% |
| Low-Poverty Schools in District | ✧ | ✧ |

✧ Not applicable.

## Public Internet Access

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

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data | |
|---|---|
| 2012-13 School Year | |
| Academic Counselors | |
| FTE of Academic Counselors | 0.00 |
| Ratio of Students Per Academic Counselor | ✧ |
| Support Staff | FTE |
| Social/Behavioral or Career Development Counselors | 0.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 1.00 |
| Psychologist | 0.50 |
| Social Worker | 0.00 |
| Nurse | 0.12 |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | FTE |
| Resource Program Instructional Aide | 1.00 |
| Health Clerk | 0.33 |

## Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

| District Salary Data | 2011-12 Fiscal Year | |
| --- | --- | --- |
| | ERUSD | Similar Sized District |
| Beginning Teacher Salary | $41,664 | $40,928 |
| Mid-Range Teacher Salary | $63,155 | $64,449 |
| Highest Teacher Salary | $80,333 | $82,826 |
| Average Elementary School Principal Salary | $105,326 | $102,640 |
| Average Middle School Principal Salary | $104,903 | $109,253 |
| Average High School Principal Salary | $130,776 | $118,527 |
| Superintendent Salary | $218,663 | $183,968 |
| Teacher Salaries — Percent of Budget | 39% | 40% |
| Administrative Salaries — Percent of Budget | 5% | 6% |

### Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2011-12 Fiscal Year | |
| --- | --- | --- |
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Valencia ES | $2,614 | $72,301 |
| ERUSD | $2,493 | $69,755 |
| California | $5,537 | $67,106 |
| School and District — Percent Difference | +4.8% | +3.6% |
| School and California — Percent Difference | -52.8% | +7.7% |

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
| --- | --- |
| 2011-12 Fiscal Year | |
| Total Expenditures Per Pupil | $2,765 |
| Expenditures Per Pupil From Restricted Sources | $151 |
| Expenditures Per Pupil From Unrestricted Sources | $2,614 |
| Annual Average Teacher Salary | $72,301 |

### Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.