

Valencia Elementary School

9241 E. Cosgrove Street • Pico Rivera, CA 90660 • (562) 801-5079 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

El Rancho Unified School District

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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, technology is integrated into the 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. With Valencia becoming the visual and performing arts elementary school in the district, daily instruction in art, music and choral is provided for the students. 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.

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.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 801-5079.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	91
Gr. 1	77
Gr. 2	66
Gr. 3	65
Gr. 4	61
Gr. 5	72
Total	432

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.4
Native Hawaiian/Pacific Islander	0.0
White	1.6
Two or More Races	0.0
Socioeconomically Disadvantaged	85.2
English Learners	31.0
Students with Disabilities	10.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Valencia Elementary School	12-13	13-14	14-15
Fully Credentialed	17	15	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	365
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Valencia Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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	
Year and month in which data were collected: October 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Mathematics, MacMillan/McGraw-Hill 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science, MacMillan/McGraw-Hill (K-5) 2009
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California, Scott Foresman (K-5) 2009
ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avenues, Hampton-Brown (K-5) 2009

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/8/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Remove curtain in room 4 by 12/31/2014 Replace stained ceiling tiles by 12/31/2014
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	Remove storage over closets by 12/31/2014

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/8/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	27	32	53	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	47	55	57	45	50	50	54	56	55
Math	58	65	62	40	44	46	49	50	50
HSS				45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	5
Similar Schools	1	4	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.1	20.0	38.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	53
Male	57
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	53
English Learners	42
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	27	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-1	26	4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-20	48	1
English Learners	-39	66	-3
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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.

During the spring it is planned to have evening parent workshops on various topics such as: How parents can assist with homework, Accelerated Reader, Partners for Print, Reading Fluency, Math Problem Solving Skills, Sound Spelling Cards and Educational Activities for the summer.

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 the Principal at (562) 801-5079.

State Priority: School Climate

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

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

School Safety Plan

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 2014.

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.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	1.1	0.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
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 Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.50
Social Worker	
Nurse	0.12
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30.5	23	23	0	1		2	3	4	0		
Gr. 1	22.3	23	26	1	1		2	2	3	0		
Gr. 2	26.3	30	22	0		1	3	2	2	0		
Gr. 3	23.7	32	33	0			3	2	1	0		1
Gr. 4	33.5	33	31	0			1	1	2	1	1	
Gr. 5	31.5	32	36	0			1	2		1		2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,062	\$433	\$3,629	\$73,374
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			38.6	7.9
Percent Difference: School Site/ State			-22.6	8.3

Types of Services Funded at Valencia Elementary School

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- English Language Acquisition Program (ELAP)
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at Valencia Elementary School

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
- Common Core Professional Development Teams

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.