Valencia Academy of the Arts

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

El Rancho Unified School District
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School Description

Our mission at Valencia is to provide a challenging learning environment for diverse learners while developing upstanding character. Our educational program focuses on 21st century learning skills by integrating music, art, and technology. We believe in fostering communication, collaboration, creativity, and critical thinking.

Valencia Elementary School officially changed its name to Valencia Academy of the Arts in the summer of 2015. During the transition, stakeholders, parents, students, staff, and community provided input in establishing the direction of the school. At Valencia, we have three major outcomes:

• Equitable Access to the Arts
• Development of Creative and Cognitive Skills through the Arts
• Become Conscientious Global Scholars with a Foundation in the Arts

Valencia will provide a rigorous instructional program for approximately 450 students from transitional kindergarten through grade five. The educational program focus reflects the school's vision and mission; academic excellence, high expectations, and character development for life-long learning and success. During the 2014-2015 school year, Valencia Academy of the Arts incorporated a Visual Arts and Performing Arts curriculum by providing instrumental music, choral music, and visual arts. Valencia is mindful of the proud tradition of strong academic programs, instructional excellence, and community involvement, which the school has maintained since 1951. Over the years, the Valencia staff and community have been continually dedicated to providing the best educational opportunities for every child, maintaining the rigors of Common Core, while providing a foundation in the arts.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	74
Grade 2	85
Grade 3	65
Grade 4	66
Grade 5	66
Total Enrollment	454

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0
White	1.8
Two or More Races	0
Socioeconomically Disadvantaged	76.4
English Learners	34.6
Students with Disabilities	13.2
Foster Youth	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 Academy of the Arts	14-15	15-16	16-17
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Valencia Academy of the Arts	14-15	15-16	16-17
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	0.0	0.0

* 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 2016-17)

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: January 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0
Foreign Language	Avenues, Hampton-Brown (K-5) 2009 **The textbooks listed are from most recent adoption:**　Yes **Percent of students lacking their own assigned textbook:**　0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valencia opened in 1951. There are 22 classrooms on the campus. The school also has a teacher workroom, a library/computer lab, a teacher resource room, 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 schools in the El Rancho Unified School District.

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: 9/23/2016				
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	Met with custodial staff and will make appropriate repairs/changes by end of year 2016
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Met with custodial staff and will make appropriate repairs/changes by end of year 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/23/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Met with custodial staff and will make appropriate repairs/changes by end of year 2016
Safety: Fire Safety, Hazardous Materials			X	Met with custodial staff and will make appropriate repairs/changes by end of year 2016
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 State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	31	34	35	40	44	48
Math	23	20	22	25	34	36

* 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.

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**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	53	22	54	51	42	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	26.1	20.3	18.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	69	68	98.6	54.4
Male	43	42	97.7	54.8
Female	26	26	100.0	53.9
Hispanic or Latino	66	65	98.5	53.9
Socioeconomically Disadvantaged	50	50	100.0	56.0
English Learners	16	16	100.0	43.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	70	69	98.6	30.4
	4	63	63	100.0	33.3
	5	68	67	98.5	37.3
Male	3	29	28	96.5	25.0
	4	34	34	100.0	38.2
	5	42	41	97.6	29.3
Female	3	41	41	100.0	34.1
	4	29	29	100.0	27.6
	5	26	26	100.0	50.0
Hispanic or Latino	3	69	68	98.5	29.4
	4	63	63	100.0	33.3
	5	65	64	98.5	37.5
White	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	62	61	98.4	26.2
	4	50	50	100.0	30.0
	5	49	49	100.0	36.7
English Learners	3	24	24	100.0	12.5
	4	19	19	100.0	10.5
	5	16	16	100.0	18.8
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	69	98.6	24.6
	4	63	63	100.0	19.1
	5	68	67	98.5	14.9
Male	3	29	28	96.5	14.3
	4	34	34	100.0	20.6
	5	42	41	97.6	12.2
Female	3	41	41	100.0	31.7
	4	29	29	100.0	17.2
	5	26	26	100.0	19.2
Hispanic or Latino	3	69	68	98.5	25.0
	4	63	63	100.0	19.1
	5	65	64	98.5	15.6
White	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	62	61	98.4	22.9
	4	50	50	100.0	16.0
	5	49	49	100.0	14.3
English Learners	3	24	24	100.0	8.3
	4	19	19	100.0	5.3
	5	16	16	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

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 (School Year 2016-17)
Valencia Academy of the Arts 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, Dia de los Muertos Carnival, 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, Reading Fluency, Math Problem Solving Skills, Sound Spelling Cards and Educational Activities for the summer. In addition, parents have the opportunity to participate in a PTA sponsored workshop, School Smarts.

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 2016.

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. In the morning, we have three supervisors, Principal, and other staff that monitor the cafeteria, gates, and quad area prior to the start of school. 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 is a safe and conducive environment for learning.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.4	3.8	2.2
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 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		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
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	.5
Other	.5
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 (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	23	25	19			1	4	4	3			
1	28	30	19			1	2	3	3			
2	29	27	28				3	2	3			
3	33	27	33				1	3	1	1		1
4	31	33	33				2	1			1	1
5	36	30	33					2		2		2

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,509	$43,821
Mid-Range Teacher Salary	$65,953	$69,131
Highest Teacher Salary	$83,892	$89,259
Average Principal Salary (ES)	$104,679	$108,566
Average Principal Salary (MS)	$107,440	$115,375
Average Principal Salary (HS)	$125,784	$125,650
Superintendent Salary	$206,028	$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,828.16	$150.52	$4,677.63	$76,600.00
District	♦	♦	$3,311.94	$71,564
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			41.2	7.0
Percent Difference: School Site/ State			-17.6	7.1

* Cells with ♦ do not require data.

Types of Services Funded
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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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

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