

# Valencia Academy of the Arts

## 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 Academy of the Arts
<b>Street</b>	9241 E. Cosgrove Street
<b>City, State, Zip</b>	Pico Rivera, CA 90660
<b>Phone Number</b>	(562) 801-7670
<b>Principal</b>	Tarcio Vinicio Lara, Ed.D.
<b>Email Address</b>	tlara@erusd.org
<b>School Website</b>	vaa.erusd.org
<b>County-District-School (CDS) Code</b>	19 64527 6013411

## 2022-23 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Marco Villegas, Ph.D.
<b>Email Address</b>	marcovillegas@erusd.org
<b>District Website Address</b>	www.erusd.org

## 2022-23 School Overview

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 390 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	68
Grade 2	52
Grade 3	47
Grade 4	56
Grade 5	63
Total Enrollment	373

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	0.0
Filipino	0.3
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	1.3
English Learners	18.8
Foster Youth	0.8
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	71.3
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)	15.50	100.00	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown	0.00	0.00	19.00	5.52	18854.30	6.86
<b>Total Teaching Positions</b>	<b>15.50</b>	<b>100.00</b>	<b>344.20</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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</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.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	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)	0.00	
<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)	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.

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

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.

**Year and month in which the data were collected**

December, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
<b>Mathematics</b>	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
<b>Science</b>	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
<b>History-Social Science</b>	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%
<b>Foreign Language</b>		Yes	0%

## School Facility Conditions and Planned Improvements

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.

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

12/16/2020

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	The principal discussed issues with the head custodian. He stated that the issues will be corrected.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	The principal discussed issues with the head custodian. He stated that the issues will be corrected.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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	56	N/A	39	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	38	N/A	22	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>	171	171	100.00	0.00	55.56
<b>Female</b>	81	81	100.00	0.00	61.73
<b>Male</b>	90	90	100.00	0.00	50.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	167	167	100.00	0.00	55.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	27	27	100.00	0.00	33.33
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	118	118	100.00	0.00	50.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	0.00

## 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>	171	171	100.00	0.00	38.01
<b>Female</b>	81	81	100.00	0.00	39.51
<b>Male</b>	90	90	100.00	0.00	36.67
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	167	167	100.00	0.00	38.32
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	27	27	100.00	0.00	25.93
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	118	118	100.00	0.00	32.20
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	0.00

## 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	37.5	NT	18.8	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>	64	64	100	0	37.5
<b>Female</b>	28	28	100	0	46.43
<b>Male</b>	36	36	100	0	30.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	61	100	0	36.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<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>	47	47	100	0	34.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100%	100%	100%	100%	100%

## 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

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 Organization (PTO), School Site Council (SSC), and English Learner Advisory Committee (ELAC). The PTO actively supports student learning through their fundraising activities. PTO funds help provide field trips for classrooms, technology support, student assemblies, and classroom incentives. SSC/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.

It is planned to have evening parent workshops on various topics such as: How parents can assist with homework, better understand Common Core, Accelerated Reader, Reading Fluency, Math Problem Solving Skills.

Valencia is also privileged to have many community partnerships. REACH, an afterschool program, is available on our school campus every day after school. For more information on how to become involved, please contact the Principal at (562) 801-7670.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	412	402	161	40.0
Female	202	195	77	39.5
Male	210	207	84	40.6
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	402	392	160	40.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	5	5	1	20.0
English Learners	79	75	20	26.7
Foster Youth	5	5	1	20.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	309	301	127	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	49	30	61.2

### 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
Suspensions	0.51	2.16	2.45
Expulsions	0.00	0.08	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
Suspensions	0.00	1.21	0.04	3.45	0.20	3.17
Expulsions	0.00	0.00	0.00	0.09	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.21	0.00
Female	0.50	0.00
Male	1.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

## 2022-23 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 22, 2022.

Staff at Valencia is committed to providing all students a safe, disciplined, and drug-free environment. Valencia Academy of the Arts 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.

### 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	23	1	2	
1	27		2	
2	25		2	
3	24		3	
4	28		2	
5	35			2
Other	13	1		



## 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	20	2	2	
1	28		2	
2	27		2	
3	27		2	
4	23		3	
5	27		2	

## 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	1	3	
1	22		3	
2	26		2	
3	23		2	
4	28		2	
5	21		3	
Other	10	1		

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.0

## 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
<b>School Site</b>	\$6,685.72	\$290.48	\$6,395.24	\$97,590.43
<b>District</b>	N/A	N/A	\$9,547.84	\$81,862
<b>Percent Difference - School Site and District</b>	N/A	N/A	-40.8	9.8
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.4	8.3

## 2021-22 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
- Technology (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Positive Behavioral Interventions and Supports (PBIS)
- Interim Assessments
- Additional Benchmark Universe Training
- Go Math! Additional Training
- Next Generation Science Standards Support
- ELPAC Academy

## 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>	\$49,700	\$52,478
<b>Mid-Range Teacher Salary</b>	\$75,337	\$80,810
<b>Highest Teacher Salary</b>	\$100,962	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$128,937	\$127,080
<b>Average Principal Salary (Middle)</b>	\$130,688	\$134,264
<b>Average Principal Salary (High)</b>	\$138,676	\$147,200
<b>Superintendent Salary</b>	\$215,004	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

The El Rancho Unified School District began the 2022-2023 school year with 4 days of professional development. The professional development days were led by our District TOSAs in the area of ELA, Math, and Science.

Wednesday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices during distance learning, social-emotional learning and mental health practices during distance learning, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

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>	12		